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ABSTRACT

This guide, designed to promote knowledge of labor unions and favorable attitudes toward them among students, describes examples of labor-in-the-schools projects, programs, and materials. The guide contains samples of AFL-CIO (American Federation of Labor-Congress of Industrial Organizations) materials, projects, and programs from international unions, state federations, central labor bodies, and local unions. These materials include numerous references, learning activities and information sheets. The final section is a reprint of the February 1982 issue of the journal of the National Council for the Social Studies on the theme of teaching about American labor history. It contains ideas and resources that may be helpful for teachers in putting together their own programs. (KC)

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LABOR IN THE SCHOOLS:

HOW TO DO IT!

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THE CHANGING SITUATION OF WORKERS AND THEIR UNIONS

(A Report by the AFL-CIO Committee on the Evolution of Work)

Improving the Labor Movement's Communications

Efforts should be made to better publicize organized labor's accomplishments. Too often, only "bad" news about organized labor gets publicized; successes are ignored, and efforts made by unions to further the interests of workers and the general public go unnoticed. Unions should be far more aggressive in publicizing their successes and their work for causes that provide benefits far beyond our membership rolls. **Programs to provide information about unions, and about the trade union movement and its contributions to workers and to American society, in the schools, must be enlarged. Current curricula in elementary and secondary schools pay scant attention to these matters. Each central body and state federation should develop, in cooperation with the Education Department, a "Labor in the Schools" program. These programs can draw on local union members, leaders and retirees, and can provide another opportunity for the involvement of members in the affairs of their union. (page 25)**

WHAT THIS GUIDE IS ABOUT

I. WHY LABOR-IN-THE-SCHOOLS?

Organized labor's contribution to the development of this country is a story rich in history as well as an extremely significant factor in the development of our democratic way of life. Unfortunately, for too long a time organized labor, its history, its contributions and its goals have been omitted from textbooks and school curricula. This narrow, highly selective story of our country's history and culture, typically given to our nation's students, is a disservice to them and their families many of whom are union members.

An article in the newspaper of the Allied Industrial Workers of America, AFL-CIO highlights the distorted picture of unions that countless school children have.

> Your child comes home from school with a question: "Don't you belong to a union?" When you say you do, the child thinks for a second and says, "Well, you're not a gangster, are you?"

This mistaken image of unions is reinforced by television and radio news broadcasts or newspapers that focus on the dramatic and/or unusual such as strikes or violence. Often the only other information students receive about the labor movement comes from the flood of materials supplied by business organizations to the schools that normally say nothing at all about unions or workers' rights but many times are blatantly anti-union.

Such a view of the labor movement has even insidiously spread to some of our own members resulting in a loss of union spirit. Many of our own members no longer understand the benefits of union membership. They seem to believe that their salary and fringe benefits are gifts from management. For new union members there is little appreciation of the struggles waged by other unionists that led to the improved working conditions for themselves and their families. There is even less understanding of the many gains that unions have won for all working people, whether union members or not.

The AFL-CIO's Committee on the Evolution of Work recently issued a report on **THE CHANGING SITUATION OF WORKERS AND THEIR UNIONS** as part of its efforts to assess the significance of the changes in the work environment. The report states that:

> Unions are, first and foremost, organizations seeking to improve the lives of those they represent by improving their conditions of work and by insuring respect for their dignity as workers. Organized labor believes that each worker is entitled to a fair day's pay for a fair day's work. That pay should include a share in the profits the worker helps to create and, thus, unions seek a larger share of those profits than "market forces" might dictate. And, we recognize that those profits can only be created in a well-managed enterprise, where both capital and labor contribute to the result.

> Since its earliest days, the labor movement has sought to improve the quality of worklife, create workplace democracy and participate in joint employer-employee decision-making long before these approaches became fashionable.

As the quote from the same report at the beginning of this guide points out, "too often only the 'bad' news about organized labor gets publicized." We must expand our efforts to get labor's true story to the public in order to counteract and eliminate the distorted impression of unions that is accepted by many people in this country.

Dorothy Shields, Director of the AFL-CIO Department of Education, speaking about the need to tell labor's story in the schools, expresses it this way:

> It is only fair that young people come away from school with a full and honest picture of our history, our society, our economy. Organized labor has played a role in the development of each of those elements and continues to do so, and whether a young person is destined for a career as a worker or in management, he or she deserves to get the whole story.

II. LABOR-IN-THE-SCHOOLS - WHAT'S INVOLVED?

A labor education program in the schools is one way to give young people an opportunity to learn about unions before they begin working. Upon leaving school, if they enter union jobs they will more likely be active union supporters, or if their first job is non-union they will be more receptive to organizing.

Labor always has had great interest in the educational process and in its quality. It also is concerned that schools provide adequate, unprejudiced instructions in labor history and about labor's role in American society. Further, we want schools to prepare people for productive roles and to become intelligent consumers in a rapidly changing technological society.

Labor in the schools programs can help to attain these and other objectives, such as:

* Increasing communications between labor and the schools.
* Placing students in direct contact with representatives of organized labor.
* Exposing students to organized labor's views on issues of the day.
* Providing assistance in planning and implementing training programs for educators.

* Identifying labor speakers for the classroom and establishing a schedule of school visits.

* Identifying and obtaining printed and audio-visual materials about labor.

Overall the aims of a labor in the schools program would be, (a) to increase students' knowledge of unions and the labor movement, (b) to develop in students a more positive attitude toward unions, and (c) to include labor studies curricula in schools and teacher preparation.

III. HOW TO GET STARTED

Labor in the schools projects and programs range from the very simple to the very complex. Some local unions or even individual union members are involved in school visits as speakers or contribute books about labor to school libraries. International unions have spent considerable time, effort and money to develop professionally written curriculum or audio-visual materials for use in the classroom. In addition, the AFL-CIO Department of Education has available Teacher Kits that are sent free of charge for individual requests that include material about unions and the labor movement. The Education Department also has the largest circulating film/video cassette library on labor topics in the United States.

These and other examples of labor in the schools projects, programs and materials are described in this guide. There are samples of AFL-CIO materials, projects and programs from international unions, state federations, central labor bodies and local unions. Also included is a section on **Other Resources** that may be of assistance in putting your own program together.

Sometimes the resources to begin a labor in the schools program are all around but we may not be aware of where to look. Three examples illustrate the wide variety of resources available to those interested in starting this kind of project.

I. The National Capitol Area Retirees Club of Greater Washington, D.C. has been conducting workshops for social studies teachers and coordinators on how to infuse labor studies into the social studies curricula of the six school districts in Washington, D.C., Northern Virginia and Montgomery and Prince Georges County in Maryland. These workshops are conducted on an annual basis.

II. The Indiana University Department of Labor Studies developed a five session Labor Studies Workshop for Gary high school economics classes. The Workshop includes a survey of student attitudes towards unions that asked two questions: Whether the Labor Education Workshop increased student knowledge of unions and whether as a result of the Workshop their attitude toward unions had changed.

III. In 1984, supported by a $27,000 three-year grant from a local foundation, six teachers researched and wrote curricular units on labor history and labor studies for pilot projects in the Saint Paul, Minnesota elementary and secondary schools. The teachers were assisted by the Superintendant's Office, the Saint Paul Federation of Teachers, the Minnesota Historical Society and the local

academic community. The project was publicized in the **UNION ADVOCATE**, the newspaper of the Minnesota AFL-CIO, in a front page article, that asked readers to submit suggestions for materials and resources to the six teachers in charge of the project.

One very good way to get started on your own project or program is to read **LABOR IN THE SCHOOLS: A GUIDE FOR LOCAL CENTRAL BODIES** and the **SPEAKERS' BUREAU GUIDE** which are the first two pieces in this how-to-do-it guidebook. The first section also includes a bibliography of books, periodicals, and audio-visual materials and other materials designed for use in the classroom or to assist teachers, labor educators and interested trade unionists.

The need for labor in the schools programs has never been greater. The time to start **your** own program is now!

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SAMPLE PUBLICATIONS AVAILABLE FROM THE AFL-CIO

In the past, when someone wanted to begin a labor in the schools program, an immediate problem was where to find materials that could be used in the classroom. This stumbling block frequently discouraged union members in the community, teachers/unionists and students from making the effort to develop such programs.

In recent years, however, commercial publishers of print and audio-visual materials, colleges, schools, labor organizations and others have produced a wealth of labor oriented materials. The situation has changed so dramatically that now the problem is one of sifting through all of the available resources and deciding how to use the new and more plentiful materials.

In order to assist those who are interested in working on the development of labor studies for the classroom the national AFL-CIO Department of Education makes available a variety of materials for teaching about labor in the schools. The Education Department has developed guides for our affiliates who wish to start their own programs or to establish a speakers' bureau. In addition, the AFL-CIO has published **A Short History of American Labor** with a companion lesson guide developed by a classroom teacher who had many years experience teaching his own labor studies course in a public high school.

There are also a wide variety of pamphlets and brochures, such as **Why Unions?**, and **Films & Video Tapes for Labor** designed to help answer questions about the labor movement and to explain labor's position on issues of the day. The Education Department has collected examples of labor curricula already in use in school systems and published them in **How Schools Are Teaching About Labor**. This large format booklet is available for $3.00 per copy from the Education Department.

The Education Department publishes a bimonthly newsletter, **Education Update**, that acts as a clearinghouse of new ideas concerning conferences and resources (both print and audio-visual) of interest to union members, labor educators, teachers and others. **Education Update** regularly includes descriptions of labor history publications and films, labor in the schools programs, and related conferences. Included in this section of the guide are sample pages from an issue of **Education Update** showing examples of materials and conferences that may assist those who are interested in labor history and labor studies in the schools.

The materials in this section show some of what is available from the national AFL-CIO that can assist those interested in developing their own program. These materials can be the foundation of a labor in the schools program but, like a house, the foundation is only the beginning. The studs, rafters, bricks and mortar of your program need to be custom crafted to the individual circumstances of your school system and community.

SAMPLE PUBLICATIONS AVAILABLE FROM THE AFL-CIO

A) Labor in the Schools: A Guide for Local Central Bodies

B) Speakers' Bureau Guidelines

C) Labor - Selected References for Use in Elementary and Secondary Schools: Books, Periodicals, Audio-Visual Materials

D) Unions: They're Big, Controversial, and Changed the Ways We Work and Live

E) A Short History of American Labor

F) Lesson Guide: A Short History of American Labor

G) Labor Films for Use in Elementary and Secondary Schools

H) Education Update

LABOR IN THE SCHOOLS:
A GUIDE FOR LOCAL CENTRAL BODIES

Department of Education
AFL-CIO
815 16th St., N.W.
Washington, D.C. 20006

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Introduction - The Need: We as representatives of organized labor must back up our desire to bring a better understanding of labor into school programs with our active participation. The American labor movement has always been a constructive champion of better schools. Educational leaders such as Horace Mann and Henry Barnard found their principal support in the unions when they pressed their campaign for universal free public education.

Unions and workingmen's parties in the first half of the Nineteenth Century were determined that the promise of American democracy should be fulfulled in terms of equality of opportunity and the uprooting of class privileges. Universal suffrage, the abolition of imprisonment for debt and reform of the militia system by which the wealthy could buy their way out of military service were all among the early labor demands which have since become accepted parts of American democracy. One of the deepest convictions of all among these early unionists was that the responsibilities of a democratic society make it imperative that all citizens be educated.

The Workingmen's Party, organized in New York City in 1829, included as one of its principal planks a demand for a school system "that shall unite under the same roof the children of the poor man and the rich, the widow's charge and the orphan, where the road to distinction should be superior industry, virtue and acquirement without reference to descent."

Unfortunately, despite a democratic public school system which is the envy of the world, we now find that our children learn little or nothing about organized labor and its contributions to the development of this country. They don't understand how labor is a rich part of our heritage and significant as a dynamic institution of our society.

Of even greater importance to students is how organized labor will affect their future - what they choose to do in life, where they work, and the conditions of that employment.

We are also concerned because we know that unless young people understand more about organized labor and its function in society, their future role as citizen-voters will be affected and the community will be weakened.

Experience has shown that we must become involved at the local level if there is to be real hope for success in this task. We must have active education committees, speakers' bureaus, and a host of other activities if we are going to bring about a significant change. Our efforts should be directed to serve all students; we must be concerned with the mainstream of school programs, from kindergarten through high school. We also need to support vocational education so that young people can have practical and realistic insights into the world of work; we must help students be prepared to choose careers and to be better consumers as well as better-informed citizens.

Local Programs - Recommendations and Guidelines

Each local body best knows its own community and that community's attitudes, political structure and social structure. These factors are all basic in any determination of how organized labor will work with the schools, yet a number of common considerations would be helpful to any local union or central labor council in mapping out a continuing, effective program.

Trade Unionists as school activists - In a number of communities throughout the country, trade unionists have become involved in the local education structure, in leadership roles in school PTAs and in local school boards. There's no question about the importance of having an effective labor representative in such a position since school policy and programs, whether at an individual school or throughout a school district, are either determined or approved by these bodies.

Some guidelines for labor representatives would include:

- **Information** - Central body representatives should be aware of various labor-related resources which teachers and curriculum personnel in central offices could utilize in instruction and in designing courses of study. (Some of these are listed in the latter part of this guide.) Develop a personal collection of these sources for reference as situations arise.

- **Involvement** - PTAs and school boards have sub-committees, either permanent or ad hoc, that are very useful to join whenever possible. Active participation is important since much of what is finally determined through a vote of the entire board is often pre-determined through committee work and recommendations. Whenever possible trade unionists should attend Board of Education meetings.

How to be an Effective Resource - What was true with respect to the member of the PTA or school board being a resource for those bodies would also be true in general with respect to the central labor body or union local being a resource to school districts. The range of activity for the central body or local can be quite varied, including such efforts as providing materials for teachers and curriculum supervisors, and developing an active speakers bureau which would have an on-going program of trade unionists visiting classrooms. Because such activity can be widespread, most central bodies or union locals which work successfully on an active basis do so through the means of an education committee. Understanding more about the potential of an education committee would benefit any body which would like to enlarge its activity. The following are some guidelines for these committees:

- **Working through the Education Committee** - Basically, an education committee is made up of members who combine an interest in this area as well as capability to take an active role in the committee's activities. If the central body is in a community having a local unit of AFT, having a representative or representatives from the teachers' local play an active and leading role is of obvious benefit. Teachers know the school system first-hand, they are familiar with other teachers and supervisory personnel, and they are uniquely prepared to describe school needs.

  With regard to the need for speakers, the local or central body should coordinate with the work of the education committee and with the speakers bureau. In many cases, particularly in smaller communities, many of the same people will be involved in both activities.

  Note that in the **AFL-CIO SPEAKERS' BUREAU GUIDE** (available from the AFL-CIO Department of Education, 815 16th St., N.W., Washington, D.C. 20006), there are many helpful hints for speakers in general and for speakers who visit classrooms in particular.

  Be sure to supply teachers, resource teachers and curriculum supervisors with an up-to-date listing of speakers and subjects available through the speakers bureau.

- **School trips to work sites or to union halls** - Elementary and high school students are enthusiastic at the prospect of special trips and consider this exposure to the world outside the classroom as one of the more exciting elements of their school experience. In arranging for a visit to a work site, set up a schedule which includes a planned tour and a chance for students to hear a presentation and have an opportunity to ask questions. A visit to a union hall can be made particularly effective if a union officer can explain the working of a local, perhaps concentrating on a particular area such as collective bargaining.

- **Work with teachers and school supervisors** - One of the most basic and most difficult tasks is establishing contact among the professionals in the school staff with respect to curriculum development and teacher training. This has been done successfully in a number of ways, whether it is a program being implemented by people from the local or central body or the development and use of curricula by school personnel.

  A central body in Illinois has an on-going program in a number of school districts which are in the area served by the central body. Their education committee developed a 35mm slide presentation

(with a cassette-tape sound track) which discusses the labor history of that community. Representatives of the council schedule visits to classrooms among the various schools to give this presentation and also to distribute appropriate literature and respond to students' questions. This approach has been picked up by other councils in the State and has potential for many other areas as well.

Developing points of contact within the school structure is of basic importance. Some guidelines for developing these contacts are as follows:

- **Get to know curriculum supervisors, particularly social studies supervisors, in the central office of the school district.** Often they have advisory boards which are concerned with such areas as economic education, and many of these advisory boards have labor components. This may be an opportunity to present materials on how other schools teach about labor and to distribute a great variety of printed materials such as brochures and reprints. You may also want to invite curriculum supervisors to a meeting of your education committee to discuss areas of mutual concern.

- **Discover which teachers are most interested in developing programs that have labor as a component, whether it is through word of mouth, the frequent use of speakers, or requests for literature.** Cultivating this contact and helping such teachers often has a "ripple" effect within the individual schools where these teachers are located. Making materials such as sample lesson plans and reprints easily available to these teachers can lead to a strongly developed school program.

- **A strong inter-relation exists among these various activities.** For example, a particular teacher might be a resource teacher who represents his or her building in the central office of the school district. If developing a strong contact with the curriculum supervisor at the central office is difficult at first, this task might be considerably eased if the resource teacher is one who has had a successful experience using materials on labor in the classroom. Thus, the "ripple" effect can be extended all the way from the individual classroom to the school, and then to the school district.

AFL-CIO state federations have been involved in labor-in-the-schools programs with state departments of education and with state legislatures in supporting these programs. Opening up channels to the state federations and to the state departments of education should be considered an important priority. Some examples of this kind of activity at the state level include:

- **California** - The State Board of Education in designing its new social studies framework included a section dealing with the role of trade unions and collective bargaining. This framework serves as a guideline for the State Department of Education for its education code, which is used by the hundreds of districts within the State, and for the selection of textbooks throughout the State.

- **Maryland** - Like California, Oregon and Hawaii, Maryland has had a legislative mandate calling for a better understanding of labor in public schools. The AFL-CIO Department of Education worked with the State Federation, and with the Washington, D.C. - Maryland Federation of Teachers in designing a conference which introduced social studies curriculum coordinators throughout the state to this subject area. In addition, a teacher's workshop held at the University of Maryland gave teachers the opportunity to learn about particular examples of school programs held in other states. Guidelines on how labor can be infused into every facet of the state social studies curriculum framework were sent to every school district in the state. (A section of these guidelines is included in the guide.)

Teacher Preparation and Development. One of the most challenging areas facing labor with regard to school programs is that of helping teachers prepare to teach about labor in the classroom. The great majority of teachers have no background with regard to labor curriculum although they are union members and can be helpful in strengthening programs. A number of possibilities exist to help give support. Materials are available to help teachers, and opportunities exist for specific training programs in labor curricular areas for teachers. **Contact your State Federation for information about labor studies centers at various colleges throughout the country which have provided programs and are a useful resource to local school districts for this purpose. The national AFL-CIO Department of Education has a wide variety of materials for teachers to assist them to teach more about labor in the classroom (See page six).**

Another resource is the Joint Council for Economic Education, a national organization concerned with developing and supporting economics curricula throughout the country, which has worked with labor in the development of materials. All 50 states have state Councils for Economic Education, with economics centers at colleges throughout the states. Since the main function of these centers is to run workshops for teachers, local unions and central labor councils can coordinate with them for this purpose with regard to curricula dealing with labor. **Questions regarding program possibilities and contacts should be directed to: Joint Council on Economic Education, 2 Park Avenue, New York, New York 10016.**

Resource Materials

Fortunately, a variety of materials are available to local unions and central labor councils for use in working with school districts and teachers. The AFL-CIO Department of Education in its continuing program with the schools has prepared, gathered, and distributed materials which have been sent out in answer to thousands of requests. They include the following:

A. **Teacher's Kits** - This kit of materials is sent out free of charge in response to individual requests from teachers, school libraries and colleges of education. It contains many useful pamphlets and other materials which can be ordered in bulk by locals and central labor councils. Included in the kit is a listing of films which can be rented from the AFL-CIO Film Division for reasonable cost and a bibliography of resources which is particularly helpful to school professionals. Among the reprints is an issue of **Social Education**, the publication of The National Council for the Social Studies. This issue made labor in school curriculum the feature subject, with four articles devoted to the topic.

B. **How Schools Are Teaching About Labor** - A collection of guidelines and lesson plans published by the AFL-CIO Department of Education to help teachers and curriculum specialists by providing them with existing school-district programs. The collection offers a variety of materials, sources and teaching strategies, giving teachers the flexibility to infuse an understanding of labor into mainstream courses such as U. S. History and English. This manual was developed largely on the basis of serving the needs of local education committees in their contacts with schools. Copies are available at $3.00 each, with a discount for large-quantity orders.

C. In working in cooperation with the Maryland State Department of Education, the department has developed a set of guidelines which demonstrate how labor topics can be infused throughout the comprehensive state social studies framework for elementary schools, junior high schools and high schools. This material is a useful tool in other states for working with curriculum supervisors and resource teachers. Educators welcome these insights since they need to have considerable help, particularly during the early development stages, for modifying existing school curricula to include more about labor.

D. **Education Update** - A bi-monthly newsletter from the AFL-CIO Department of Education that keeps labor educators and other teachers up-to-date about conferences and new resources concerning a variety of topics including labor history and labor-in-the-schools programs.

Other materials which are available to classroom teachers and school curriculum supervisors include the following:

a. **The Role of Unions In The American Economy** - This book by Ray Marshall and Brian Rungeling, discusses the reasons labor unions arise in industrial societies, the position of unions in the United States, the main influences on them, the history of U. S. labor unions, and the problems they raise and confront. Copies may be ordered from the Joint Council on Economic Education, 2 Park Avenue, New York, New York 10016 ($8.50).

b. The United Federation of Teachers in New York City has prepared a comprehensive and easy-to-use notebook of source materials. The publication, **Organized Labor,** contains a series of 46 "documents", each followed by questions for inquiry and discussion and suggested topics for independent study. It also contains a glossary and five wall posters. Write: United Federation of Teachers, 260 Park Avenue, South, New York, New York 10010 ($5.00).

c. Industrial Relations Schools and Labor Education Centers of many universities produce a variety of pamphlets and materials which are suitable for high school students and as teacher reference materials.

d. The last ten years have seen a significant increase in the number of commercial materials available from the publishers. A large number of sound filmstrips, as well as simulation games, can be found in their catalogs. One of the most comprehensive and balanced treatments of American labor history is **The American Labor Movement: A Fight for Human Dignity,** from Educational Enrichment Materials. The six sound filmstrips trace the history of American workers from colonial times to the mid-1970s. Write: New York Times Publications, 357 Adams Street, Bedford Hills, New York 10507.

Conclusion

This guide has been designed to help local leaders expand and improve their efforts in working with elementary and secondary schools, with the goal of having students learn about the labor movement and its contributions to our society and to their lives. The tasks necessary to achieve these goals will take time, effort, and resources.

The results of such efforts can be very rewarding. The pages that conclude this guide show examples of legislative language and state school board resolutions calling for more to be taught about labor in the schools. Also included is an example of how to infuse labor related topics into one state's social studies goals and objectives and a state federation resolution concerning labor in the schools.

As the quote from **The Changing Situation of Workers and Their Unions** at the beginning of this guide indicates, telling labor's story effectively, and assuring that the nation's school children hear that story, is an important part of the necessary work to revitalize the labor movement in America. Those who labor in this vineyard do so with our appreciation and our thanks.

Appendix

Legislation in California

STATE OF CALIFORNIA
ASSEMBLY JOURNAL 11823

By Assemblyman Burton:

HOUSE RESOLUTION NO. 139
Relative to instruction about the
role and contributions of organized labor

WHEREAS, The role of labor in the development of the American economic system is a subject matter specifically required to be included in the areas of study required by statute for grades 1 through 12 of the public schools; and

WHEREAS, The role and contributions of labor in the total development of California and the United States is a subject matter specifically required by statute to be adopted for use in the public elementary schools and high schools; and

WHEREAS, A broad and comprehensive knowledge of the role and contributions of organized labor is essential in preparing all students in all public schools and community colleges to enter the world of work and to become suitably employed in some remunerative field of employment; now, therefore, be it

RESOLVED by the Assembly of the State of California, that the State Board of Education, the Board of Governors of the California Community Colleges, and the governing boards of all school districts and community college districts in this state are hereby requested to take all actions necessary to ensure that all students in the public schools receive sufficient, accurate, and objective instruction in the role and contributions of organized labor to provide them with broad and comprehensive knowledge thereof, and be it further

RESOLVED, that the Chief Clerk of the Assembly transmit copies of this resolution to the State Board of Education, the Board of Governors of the California Community Colleges, and the governing board of each school district and community college district in this state.

Adopted April 18, 1974
Journal pages 12072-3

10. The student should begin to grasp the more subtle implications of the dialogue between organized capital in the corporate form and organized labor in the free trade union form, in collective bargaining: an original American invention theoretically designed to bring maximum benefits to both sides in the procedure, a loyal and productive labor force in exchange for good wages and humanistic benefits.

11. Students need opportunities to examine the local, national, and global problems of our particular mixed economy. Among these problems are:

- The inflationary pressures and the decrease of workers' real earnings.

- The persistence of poverty in a generally productive economy.

- Discriminatory labor market practices.

- Successes and failures of governmental manpower programs.

- Environmental problems of health and safety in the workplace and in the community at large.

- The expanding oligopolistic nature of the American economy (the existence of a market dominated by a few sellers).

- The perceived needs of contemporary society balanced against future generations' essential requirements.

12. Students need to be able to analyze the basic economic goals of their society; i.e., freedom of choice, efficiency, equity, full employment, price stability, growth, and security in light of their personal value systems. They should also recognize the existence of trade-offs among these goals. They need to develop as well the analytical skills to assess economic issues and proposed governmental policies in light of these goals.

Legislation in Maryland Calling for a
Better Understanding of Labor in Public Schools

RESOLUTION NO. 38

Senate Joint Resolution

A Senate Joint Resolution concerning

Public Schools - Study of the American Economic System and Organized Labor

FOR the purpose of requesting the State and Local Boards of Education to include in their curricula the study of the State of Maryland and the nation, the American economic system and the history and contribution of organized labor in the State of Maryland.

WHEREAS, In recent national polls the American public overwhelmingly was shown to have a poor understanding of the nation's economic system; and

WHEREAS, According to a recent survey of 2,000 high school seniors, the average student scored badly in* comprehending our economic system; and

WHEREAS, Studies show that a misunderstanding about our economic system fosters mistrust, negativism, and support of misguided solutions; and

WHEREAS, Labor leaders have played a significant role in the cultural, economic and charitable life of the Maryland community; and

WHEREAS, Labor organizations have been a moving force in the political system by encouraging reform legislation in areas of housing, consumer matters, unemployment and education; and

WHEREAS, Organized labor has been an integral part of the economic growth and stability which the State of

EXPLANATION:

Underlining indicates amendments to the resolution.

SENATE JOINT RESOLUTION No. 38

Maryland and its citizens have enjoyed throughout most of this century; and

WHEREAS, Labor organizations are part of the structure and fabric of our society and provide the necessary balance between interests of management and the needs of the working person; and

WHEREAS, Before the advent of organized labor, workers were faced with sometimes intolerable conditions, and, at best, conditions over which they had no control; and

WHEREAS, Advances made by organized labor have resulted in benefits such as cost of living increases, paid vacations, extended vacations, and sick leave; and

WHEREAS, The history of organized labor is the history of the betterment of the American working force; and

WHEREAS, These are no longer subjects reserved to labor, business, and the academic world, but which now command the attention of every citizen; and

WHEREAS, Many vital issues will be determined with or without an understanding of the underlying economic principles and labor's contribution; and

WHEREAS, If proper decisions are to be made, our children, the future electorate, must have an understanding of our increasingly complex economic system; now, therefore, be it

RESOLVED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Boards of Education in the State of Maryland include courses in their curricula to teach the American economic system and the history of organized labor and its contribution to the people of the State of Maryland and the nation as a whole; and be it further

RESOLVED, That copies of this Resolution be sent to the State Board of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240, for distribution to the County Board of Education and to the Acting Governor

APPROVED:

_____
Acting Governor

_____
President of the Senate

_____
Speaker of the House of Delegates

INFUSION OF LABOR-RELATED TOPICS INTO THE MARYLAND STATE DEPARTMENT of EDUCATION SOCIAL STUDIES GOALS AND SUBGOALS

(Goals 1 and 2, representing treatment of all seven major goals)

GOAL 1: To help students understand the historical development and present functioning of the political principles, institutions and processes needed to be effective citizens in American society.

1.1 Understand the basic principles of American government expressed or implied in the Declaration of Independence, the Constitution, court decisions, and laws.

1.1 Understand how the basic principles of American government as expressed or implied in the Declaration of Independence, the Constitution, court decisions and laws affect the freedom of the individual worker; how the freedom of association in the Bill of Rights is basic to the labor movement acting as a democratic institution of our society.

1.2 Understand the major ideas and historical events from which the American political system has evolved.

1.2 Understand how labor is an important factor which has affected our political system, from government by oligarchy to government by universal suffrage; how labor, like government, is responsible to representatives of a broad electorate which has a variety of interests and options; how leadership, similar to that in politics, evolves through the democratic process of the labor movement.

1.3 Understand the rights and responsibilities of individuals in the United States.

1.3 Understand the right of economic democracy -- the extension of the democracy into the workplace, inclusive of the right of working people to help determine their working conditions, wages and fringe benefits, just as the individual has other rights such as the freedom of speech.

1.4 Understand the organization, functions and decision making processes of the three branches of government at local, Maryland, and national levels.

1.4 Understand the structural relationships of the AFL-CIO and how they parallel the structural relationships in government, from local central body to state bodies to the national center; how each individual union's structure is similarly parallel, from locals to state or regional body to national center.

1.5 Understand electoral processes in Maryland and the United States.

1.5 Understand how officers of international unions and of the AFL-CIO are elected through democratic processes from unions up through the entire structure of organized labor, with election of delegates by secret ballot.. to national conventions on the basis of proportional representation, similar to the structure of the U. S. House of Representatives.

1.6 Understand how government is influenced and changed by the support and dissent of individuals and interest groups.

1.6 Understand how labor functions to support its goals through the election process and the legislation process: the open nomination and election of its leaders; the supporting or opposition to bills in state and federal legislatures (testifying at appropriate hearings, lobbying, etc). Examples which relate to schools would include historical support for free public education and higher education.

1.7 Understand the importance of participation in community service and civic improvement.

1.7 Understand the active role of labor in community service and civic employment: membership on community organization boards, funding and building local support for service to aged, adequate taxation for education, public housing, recreation, adequate police and fire protection -- working people represent the majority of the voting population in most communities. Through payroll plans and direct contributions, the labor movement has given over $900 million of the approximate $2 billion the United Way received yearly.

The development, structure and function of the labor movement is rich in elements relating to individual rights and political principles. Teachers will find many sources from which to draw among the many books tracing the history of labor, the development of labor laws giving recognition to the rights of working people to organize and to support their interests within the democratic structure of our society. Among these sources are the following:

Pamphlets (part of the Teacher's Kit available from the AFL-CIO Education Department, 815 16th Street, N.W., Washington, D.C. 20006):

Labor's Role in a Free Society
Why Unions?
This is the AFL-CIO
Structure of the AFL-CIO
Collective Bargaining: Democracy on the Job

Books - (among many listed in **Labor - Selected References**, also in the Teacher's Kit) are:

Brooks, Thomas R. - **Toil and Trouble: A History of American Labor**, Dell, 1972.

Morris, Richard B., ed. **The U. S. Department of Labor Bicentennial History of the American Worker**, GPO, 1976.

Rayback, Joseph G. - **History of American Labor**, Macmillan, 1959.

Robinson, Archie - **George Meany and His Times**, Simon and Schuster, 1981.

Werthheimer, Barbara M. - **We Were There: The Story of Working Women in America**, Pantheon, 1977.

Schlossberg, Stephen I - **Organizing and The Law**, Bureau of National Affairs, 1971.

Taft, Philip - **A. F. of L. in the Time of Gompers**, Octagon, 1970.

GOAL 2: To help students understand the historical development and current status of the economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

2.1 Understand how unlimited wants and the scarcity of resources affect consumers, producers, and government.

2.1 Unlimited wants and scarcity of resources directly involved labor in that it seeks a fair distribution of wealth for working people -- unions help keep the system in balance, offsetting management: i.e., cutting down on labor because of higher minimum wage. Labor helps supply sufficiency of trained personnel which relates to areas of economic need, such as in apprenticeship programs, and a variety of other educational programs as those dealing with leadership, safety and health, and a wide variety of other subjects which support the worker.

2.2 Understand economic specialization, exchange and interdependence in the United States and throughout the world community.

2.2 In the world community, the International Labor Organization (ILO) and its labor standards exerts a positive influence to reduce exploitation and undercutting of health and safety standards. The American labor movement also works to reduce the danger of losing U. S. industry through the exporting of jobs by U. S. manufacturers; it also urges protection against cheap goods and undercutting.

2.3 Understand the historical development and current operation of the market economy in the United States.

2.4 Understand the historical development and operation of government monetary, taxation, and regulatory policies.

2.4 Labor has influenced the historical development of the international economy a totally free market economy to one which is partially regulated, i.e., safety and health laws, pure food and drug laws, the laws dealing with fair employment practices, and tax laws which deal more equitably with members of the labor force. Through this concern, it works to prevent fiscal abuses and the undermining of national economic well-being; and labor exerts its influence to provide working people and their families with a fair share of the wealth the nation produces.

2.5 Understand the factors that have contributed to economic growth in the United States.

2.5 Understand the need for a skilled workforce to support U. S. economic growth; keep the balance in economic growth by protecting the human factor: unemployment, retraining and other elements relating to adjustment to change.

2.6 Understand the historical development and contemporary roles of labor, farm, and business organizations.

2.6 Understand the historical development of the labor movement, from colonial times until the present; how workers have constantly sought opportunity, justice, and equity in the workplace, and a better life for their families; how labor has been instrumental to the growth and strength of our country.

2.7 Understand the past and present economic characteristics of Maryland and its communities.

2.7 Understand the tie-in of organized labor to Maryland industry and government, particularly in the organized industries of shipbuilding, steel and paper manufacturing.

Understanding labor's role in our economic structure is basic to understanding the elements relating to the creation of wealth and its consumption. Teachers will find a greater relevance in their lessons when these lessons are enriched with discussions of how people and their needs relate to economic theory and how this relationship enhances the understanding of students.

Among a variety of sources are the following:

Pamphlets (available from the AFL-CIO Pamphlet Division, 815 16th St., N.W., Washington, D.C. 20006):

The Deeply Imbedded Economic Myths

Full Employment: An American That Works

Corporate Responsibility: A Goal for the 1980's Fair Trade

Books:

Marshall, F. Ray and Rungeling, B. - **The Role of Unions in the American Economy**, Joint Council on Economic Education, 1985.

Marshall, F. Ray, et al. - **Labor Economics**, Irwin, 1980.

Kreps, Juanita M., et al. - **Contemporary Labor Economics and Labor Relations**, Wadsworth, 1980.

CONNECTICUT STATE AFL-CIO

RESOLUTION NO. 81

LABOR EDUCATION IN THE SCHOOLS

Organized labor has contributed significantly to the development of this country. It is an area rich in history and a dynamic and democratic institution of our society.

Of equal importance to every student in our schools today is the affect organized labor will have on his or her future, just as our economic structure will effect all their lives.

It is therefore, very frustrating that most schools in this state teach little or nothing about labor unions, their history, their function and their effect on society.

This lack leaves most students woefully unprepared to meet their responsibilities when they enter the world of work.

THEREFORE BE IT RESOLVED: That the Education Committee of the Connecticut State AFL-CIO will work with the Connecticut State Federation of Teachers and the Labor Education Center as well as the Connecticut Joint Council on Economic Education to develop a model comprehensive educational course on organized labor and its history which can be used in both public and private schools in Connecticut; and

BE IT FURTHER RESOLVED: That the Connecticut State AFL-CIO urges all our affiliates and particularly central labor councils to approach local Boards of Education with this course when it is developed and press for its inclusion in the school curriculum.

Submitted by:

Betty L. Tianti
Delegate
ACTWU Joint Board

Committee Action: _____

Convention Action: _____

SPEAKERS' BUREAU GUIDE

Department of Education
AFL-CIO
815 16th St., N.W.
Washington, D. C. 20006

I. The Role of the Union Speaker

As a part of the AFL-CIO Speakers Bureau, you convey labor's position on given issues, representing the informed, concerned union leadership within the community.

This responsibility requires that you take full advantage of a variety of resources within your local and international union, your central body, the State Federation, and the AFL-CIO. You should work closely with leadership, as appropriate, in all areas to coordinate positions on issues of concern. For example, if a council is campaigning for more workers' rehabilitation programs, or a state federation is lobbying for better workers' compensation, speakers should try to speak out on these subjects whenever possible.

Your experience along with that of others in the Speakers Bureau should be organized to cope with the wide variety of facts, subjects, and issues with which the labor movement is concerned. These might include such subject areas as labor history, collective bargaining, the national economy, public employee unions, and consumer protection. Similarly the Speakers Bureau should have a wide range of supporting information to give substance and timeliness to presentations. While articles, policy statements, and pamphlets are available from the AFL-CIO Department of Education, members of the Speakers Bureau should also maintain their own files of newspaper clippings, magazine articles, and other useful materials.

Inquiries and requests for materials should be sent to: Speakers Bureau, AFL-CIO Department of Education, 815 16th Street, N.W., Washington, D.C. 20006.

II. Preparation

An effective speaker representing the labor movement gives facts concerning the subject and encourages audiences to accept labor's interpretation and analysis of these facts. Because the responsibilities of active union representatives do not always permit enough time to gather information and prepare a speech, the following suggestions could help make the most of the time available.

A. **Decide exactly what is to be accomplished by speaking:** Is it to stimulate thought? Sway opinion? Call for specific action? Once the goal has been set, jot down key thoughts, ideas and arguments to be used in the speech. These two steps -- goals and methods (or arguments) to achieve them -- will outline the information and preparation needed for a speech. Without these steps, a speaker may lose direction.

Let's say, for example, that a labor representative is called upon to speak about "The Vitality of the Labor Movement." The speaker wants to persuade the audience that the American labor movement will continue to grow and to effectively represent the needs of workers. What are some of the key ideas to support this contention?

1. Workers will always need protection against arbitrary actions.
2. White collar workers in large service industries are organizing in large numbers for the same reasons blue collar workers formed unions.
3. Unions of public employees with growing membership numbers have just begun to tap their potential.
4. The growing number of young members are injecting active, energetic leadership in their local unions.
5. Unions are some of the most progressive social organizations that work not only for the interest of their members but also for all citizens in America.

B. **Gather supporting material and data:** The speaker can consult a number of sources to get needed information. For example, in gathering data on "The Vitality of the Labor Movement," the speaker can obtain from his international union statistics on growth; characteristics of newly-organized locals; profiles of new members; national, state and local laws regulating public employee unions and collective bargaining; and the union's position concerning these laws. The speaker's local central labor council, state federation and national AFL-CIO are additional sources of information.

At all times the speaker should make sure that sources of information are as accurate as possible. A speaker caught with inaccurate or incomplete information loses the audience's respect and becomes a vulnerable target for questioners.

III. **The Speech**

The fundamental law of speech organization can be stated in eight words: Give every speech you make purpose - and form! Listeners dislike flabby, shapeless speeches that begin nowhere, ramble on in all directions - and end up in the air.

A. First Step: **Get Their Attention**

Kindle interest in the first section of your formal platform speech. When you rise to make a speech, do not picture your audience as waiting with eager eyes and bated breath to catch your message. Picture it, instead, as definitely bored - and distinctly suspicious that you are going to make this situation worse. Picture your listeners as looking uneasily at their watches and stifling yawns.

The first sentence of your speech must crash through your audience's initial apathy. Don't open a speech on Unemployment by saying "The subject which has been assigned to me are the problems of joblessness." Say instead: "One hundred and fifty skilled workers left our city last month."

B. Second Step: **State Why They're Involved**

In the second section of your formal platform speech say why your subject is of interest and importance to your audience. Your listener lives on an island - an island of his or her interests. Why should he or she worry, for instance, about a plant shutdown.

"Yes," your listener admits, "you caught my attention by an intriguing opening sentence. But in the cold light of second thought - why bring up this subject anyway?"

The second section of the speech must answer this question squarely. "I bring up this subject because the decision to move the shirt factory affects you. Its loss to our community takes dollars out of your pocketbook."

In any case the speaker must build a bridge to the audience. Until this bridge is built, the speaker is not ready to begin the body of the speech.

C. Third Step: **Support with examples**

You have introduced your speech subject interestingly, and you have convinced your listeners that the subject hits their interests. Now get down to cases. The body of your speech should be keyed to the audience's demand for examples. Resist the temptation to "put the idea in other words." Your audience is not interested in "other words."

If you claim that unemployment will be costly to the community, let your next sentences give specific examples - loss of taxes, greater demands on community resources, loss of income to local businesses, and so forth. Resist the temptation to digress with a "That reminds me of ..." or a "While I'm on the subject of taxation, I might mention ..." Listeners like to hear ideas presented in an orderly fashion; they are repelled by having to organize the speaker's ideas.

D. Fourth Step: **Ask for action**

The conclusion of your speech must be more than a graceful leave-taking. It

must be more than a review of the for-instances covered in the body of your speech.

"So far, so good," say your listeners. "You have introduced your subject in a manner to arrest our attention. You have motivated it in a manner to command our serious interest. You have illustrated it with enough concrete cases to carry conviction. But now what? Where do we go from here? What do you want us to do about all this?"

In the conclusion of your speech ask your audience for some specific action - some action response, even a call to seek more facts, which is within their power to give. If you end your speech about unemployment without such a request, you will deprive your audience of the opportunity of seeing how their new awareness can help themselves and their community.

III. **Delivery**

A good text may be basic to an effective speech, but the actual delivery of the speech can make the difference between success or failure. Sincerity, appearance, voice and diction, choice of words, and speaking aids are the elements which each speaker must consider with care.

A. **Sincerity** - Demonstrate to the audience that you believe in what you say. Avoid superficial gestures, exaggerations, and pretensions. Speak forthrightly about what you truly believe. Don't overextend your vocabulary or your knowledge. With adequate preparation and organization of your material, you have real support - all the support you truly need.

B. **Personal appearance** - Attitude, manner and grooming are the essentials of your personal appearance to an audience, with possibly the most important being attitude. Cockiness or uncertainty are immediately sensed by the audience and may block any further serious listening on their part.

C. **Voice and Diction** - Speak your speech clearly. Don't rush - take an added breath or pause at places where these may enhance the effectiveness of what you're saying.

Speak loud enough to be heard and slow enough to be able to speak each word clearly.

D. **Choice of Words** - Simple words are always better than uncommon words both for understanding and effect. Lincoln's Gettysburg Address lasted only a few minutes and his choice of language is understood by school children, yet this speech is regarded as a classic. Although you should certainly check the dictionary if you have any questions about particular words, choose words with which you are familiar and comfortable. However, be aware that words that are familiar to the labor movement, such as "central body" or "state fed", mean little or nothing to a lay audience. If you must, use them - but be sure to define these terms.

E. **Speaking aids** - Films, charts, slides, blackboards, etc., can substantially increase the understanding of an audience. However, they should complement a presentation, not take the place of good expression. If not, a speaker could spend too much time trying to explain the details of a chart or a graph rather than have these elements support what the speaker is saying. If you use these aids, be sure that letters and numbers are of sufficient size to be seen easily from the back row of the audience.

IV. **Sizing up an Audience**

After accepting an invitation to speak, you should attempt to become familiar with the audience and the conditions under which you will speak. Knowledge of the audience background, its attitude toward labor, and its reasons for inviting organized labor to participate in a program is essential. One should also find out who else may be speaking on the program as well as the format to be used. No speaker, even the most professional, can do the best job if that person is prepared to make a formal speech but faces instead a panel debate.

A. **Local Public Schools** - Public school students are receptive to outside speakers. A union speaker represents a part of the "rest of the world" and will likely stir conversation and controversy.

Just as vocational, commercial and pre-college students have different interests and attitudes, so do city and suburban students. A speaker who is familiar with his community can adjust a presentation to suit the interests of the particular school group.

Regardless of the school's location or the student's course of study, union members should share in recognizing the importance of teaching labor history and the principles of trade unionism to young people.

B. **Colleges and Universities** - College students are potentially the most stimulating and challenging audiences for a speaker to address. The students are frank and honest in their expressions, and the most experienced trade unionist admits to the benefits of hearing their points of view. The union speaker who responds to students with honesty of opinions will have the greatest appeal and effect on the students. Requests for speakers originate largely from industrial relations, economics courses and labor studies programs. Union speakers should be familiar with the economic policies of the AFL-CIO and the underlying reasons for their adoption. In addition to national economic policy, one should be familiar with labor's views on automation, technology, and international trade. These are subjects of frequent interest to college classes.

C. **Civic Associations** - The membership of most civic associations looks like a cross-section of any community, with people coming together with common interests in community welfare. These groups present an excellent forum for labor to demonstrate itself as a community-minded organization as well as a bread-and-butter economic force. The Encyclopedia of Associations found in most public

libraries, provides good background information on civic groups. You may also wish to contact the AFL-CIO Department of Community Services, 815 16th Street, N.W., Washington, D.C. 20006.

D. **Business and Professional Groups** - By general defintion, business groups are organized for economic self-interest. Many of these groups have activities which go into the realm of social and economic affairs on a broad scope, and their policies often oppose the policies of organized labor. If you have any questions concerning particular issues, call on local and central body leadership for assistance or contact the appropriate department at the AFL-CIO National Headquarters in Washington.

E. **Civil Rights Organizations** - The civil rights groups that work closest with organized labor are concerned with voter registration, job training, upgrading and placement programs, and community organization. These mutual concerns have brought labor and civil rights groups into close alliance on many occasions, and in some cases, on a continuing basis.

F. **Churches**

As with civil rights groups, churches frequently find themselves working alongside organized labor in civil rights, voter registraion and organization projects.

Most prominent American religious leaders have declared themselves in support of the goals of the American labor movement. Locally, clergy attitudes may vary, both personally and from the pulpit. More often than not, however, the mutual goals of social improvement bring labor and churches together.

G. **General**

Into this category fall groups which form on an ad hoc basis, or assemble informally through social or business contacts. A housewives' consumer boycott committee, a citizens' safety council, or a businessmen's committee to curb pollution are examples of these loosely organized groups.

In many cases representatives of the media (press, television, radio) are present. A union speaker should therefore be an official representative of the labor movement who speaks for and is certain of factual matters and policy interpretation. If you feel uncertainty in either of these respects, you should avoid comment beyond your prepared text.

Model Speech
Right to Work

Make the point — Organized labor is opposed to 14(b) and seeks its repeal because it undermines the basic right of workers to organization and fair representation.

Historical perspective — Taft-Hartley passed shortly after a period of labor unrest; on the heels of a major war, faced with climbing inflation, the public mood was conducive to this legislation.

What RTW says — RTW does not give someone the right to work; it is intended to undermine union security; Sec. 14(b) permits states to outlaw the union shop - an agreement between union and employer that workers in that establishment will join the union after x days of employment, carrying their share of responsibility for union representatives, Sec. 14(b) is without precedent and conflicts with the U. S. Constitution in allowing the states to enact more restrictive legislation than outlined in federal law.

What RTW has done — RTW states have lower average income levels; states are poorly organized and without a union contract workers have few on-the-job rights and protections.

Action — "Keep RTW out of our state", or "Repeal RTW laws" by supporting labor's political action.

Model #2
National Health Insurance

Make the point

A national health insurance program financed by payroll taxes and general revenue would bring our present 18th Century system of delivering health and medical services up-to-date with our 20th Century medical technology.

Historical perspective

The organization - or disorganization - of medical services delivery is based on a patchwork system under which costs have sky-rocketed with no relief in sight, physicians are unavailable when needed, and health manpower and facilities are unevenly distributed among the population. Little more than half of all patients and only less than one-third of general medical cases received "optimal" care.

Present statistics

Nationally, in recent years spending for health accounted for 9.5 per cent of the gross national product, or over $244.6 billion; health expenditures were higher than the previous year, hospital care expenditures increased and payments for physician services rose over the year before.

How the plan works

A plan would be to finance by a wage related payment which could be negotiated as an employer-paid provision; the employee-employer tax would be matched by the federal government from general revenues; self-employed would pay a premium via their income taxes rather than charging "usual and customary" or cost-plus fees, groups of physicians and hospitals would contract with the government to provide medical services under an agreed-to-budget.

Virtually every kind of medical service for diagnosis and treatment of disease is covered, including hospitalization and skilled nursing home care without limit and home health services including homemaker services if necessary, as well as ambulance services; only over-the-counter non-prescription drugs, dental services for adults, and custodial nursing home care are excluded.

Free choice

Patients would have free choice of physicians and physicians would be free to participate or not to participate in the National Health Insurance program on either a full- or part-time basis.

Action

"Support a National Health Insurance program that will restructure medical services delivery through financial incentives to improve their availability and efficiency."

LABOR—SELECTED REFERENCES
For Use in Elementary and Secondary Schools

Books

Periodicals

Audio-Visual Materials

LABOR HISTORY

AFL-CIO Centennial Anthology: A Collection of Readings to Celebrate the 100th Anniversary of the American Labor Movement. Washington, 1981. 96p.

"to document the aims and aspirations, the struggles, the setbacks, as well as the accomplishments, and the challenge of the future..." of the American labor movement.--Foreword.

Baxandall, Rosalyn, et al., eds. America's Working Women: A Documentary History - 1600 to the present. New York, Random, 1976. 408 p.

Reveals the changing pattern of labor force participation and the sexual division of labor.

Bollen, Peter, comp. A Handbook of Great Labor Quotations. Lynnfield, Massachusetts, Hillside Books, 1984. 103 p.

Quotations from historical as well as contemporary sources.

Brooks, Thomas R. Toil and Trouble: A History of American Labor. Rev. ed. New York, Dell, 1972.

Traces workers from the early journeymen cordwainers to about 1970.

Commons, John R. and others. History of Labor in the United States. Fairfield, N.J., Augustus Kelley, 1974. Reprint of 1918 edition. 4 v.

A basic, seminal history of the American labor movement.

Dubofsky, Melvyn. We Shall Be All, A History of the Industrial Workers of the World. New York, Quadrangle, 1974.

A comprehensive history of the IWW up to its decline after 1919.

Foner, Philip. History of the Labor Movement in the United States. New York, International Publishers, v. 1-1947, v. 2-1955, v. 3-1964, v. 4-1965, v. 5-1980.

"Undertakes to present a new interpretation of the history of the labor movement in the U. S. based on manuscripts, newspapers, pamphlets and the existing monographic materials."
Preface, p. 11. Latest volume ends in 1915.

Galenson, Walter. The United Brotherhood of Carpenters: the First Hundred Years. Cambridge, Massachusetts, Harvard University Press, 1983. 440 p.

History of the United Brotherhood of Carpenters and the role it played in the labor movement.

Goldberg, Arthur J. AFL-CIO: Labor United. New York, McGraw-Hill, 1964. 324 p. OP.

A participant in the events gives a "personal and unofficial discussion and analysis of the problems, past and future...of labor unity."-- Preface, p. v.

Gutman, Herbert G. Work, Culture, and Society in Industralizing America: essays in American Working-Class and Social History. New York, Knopf, 1976. 343p.

This book, a seminal work of the "new labor history", depicts the development of the labor movement within the texture of American social history. It emphasizes the "shop floor", ethnicity, the working family, and the community.

Kornbluh, Joyce L. Rebel Voices: an I.W.W. anthology. Ann Arbor, University of Michigan Press, 1964. 432 p.

The history of the IWW as told by the "Wobblies" themselves through their tracts, pamphlets, newspapers and magazines, etc.

Meltzer, Milton. Bread and Roses; the struggle of American labor, 1865-1915. New York, New American Library, 1977. Reprint of 1967 ed.

Covers the 50 years between the Civil War and World War I, picturing the workers' lives largely through their own words.

Morris, Richard B., ed. The U. S. Department of Labor Bicentennial History of the American worker. Washington, GPO, 1976. 327 p.

Illustrated history of the American worker with contributions by leading labor historians. Includes a concise account of union history since World War II by Jack Barbash and the present status and future issues concerning collective bargaining by John Dunlop.

Rayback, Joseph G. History of American Labor. New York, Macmillan, 1966. 459 p.

Labor's growth against the background of American political, social economic and industrial history.

Stein, Leon. Triangle Fire. New York, Lippincott, 1962. 224 p. OP.

A recreation of an industrial disaster which killed one hundred and forty-six people, most of them young women.

Stein, Leon., ed. Out of the sweatshop: The Struggle for Industrial Democracy. New York, Quadrangle, 1977. 367 p.

A book of readings dramatizing the garment workers' battle against the sweatshop and their struggle to form the International Ladies' Garment Workers Union.

Taft, Philip. A. F. of L. In the time of Gompers. New York, Octagon, 1970. Reprint of 1957 ed. 508 p.

Taft, Philip. A. F. of L. From the Death of Gompers to the Merger. New York, Octagon, 1970. Reprint of 1959 ed. 490 p.

These two volumes provide a detailed, basic history of the American Federation of Labor.

Ware, Norman. The Labor Movement in the United States, 1860-1895. Magnolia, Mass., Peter Smith, 1959. 430 p.

The Knights of Labor and its relation to the rest of the labor movement.

Wertheimer, Barbara M. We Were There: the story of working women in America. New York, Pantheon Books, 1977. 427 p.

From pre-colonial times to the early twentieth century, the role of women at work and in the labor movement is described.

BIOGRAPHIES

Anderson, Jervis. A. Philip Randolph: a biographical portrait. New York, Harcourt-Brace, 1973. 398 p.

Mr. Randolph's significant role in the trade union and civil rights movements is a large part of this biography of the long-term head of the Brotherhood of Sleeping Car Porters.

Atkinson, Linda. Mother Jones: The Most Dangerous Woman in America. New York, Crown, 1978. 246 p.

The latest work on a woman whose life was a commitment to the struggle of working people.

Costello, Gerald M. Without Fear or Favor: George Higgins on the Record. Mystic, Connecticut, Twenty-Third Publications, 1984. 336 p.

The biography of Msgr. George C. Higgins and his on-going "crusade" for the worker and the labor movement.

Dubinsky, David and A. H. Raskin. David Dubinsky, A Life with Labor. New York, Simon and Schuster, 1977. 351 p.

The former head of the International Ladies' Garment Workers Union's own story as dictated to Raskin in tape-recorded conversations from 1969 to 1972.

Dubofsky, Melvyn and W. Van Tine. John L. Lewis, a Biography. New York, Quadrangle, 1977. 619 p.

A detailed account of the man and the union he led for four decades.

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The words to union and other songs with markings for guitar accompaniment.

Fowke, Edith and Joe Glazer. Songs of Work and Freedom. Dover, 1973. Reprint of 1960 edition.
"Although many different types of songs are represented, the largest group - over a third of the entire collection - sprang from the trade-union movement." Includes words and music.

AUDIO-VISUAL MATERIALS

Do Unions Have Too Much Power? - Reed Larson vs. Lane Kirkland. A debate over the power of labor unions in America. Reed Larson, President of the National Right to Work Committee, argues that the special privileges granted by law to unions and the political clout of their officials have made unions too powerful. Lane Kirkland, now President of the AFL-CIO, agrees that unions have power but that it has been used to aid the interests of workers and the American public. Cassette. Write to: Greenhaven Press, Inc., 577 Shoreview Park Rd., St. Paul, Minnesota 55112 (612) 482-1582.

Should Public Employees Have the Right to Strike? - Cassette. Write to: Greenhaven Press, Inc., 577 Shoreview Park Rd., St. Paul, Minnesota 55112 (612) 482-1582.

The Golden Spike: Building the Transcontinental Railroad - Railroad barons and the nation's political, economic and labor problems are all examined in assessing the railroad as an instrument of social and moral change. Historic photographs and eyewitness accounts vividly describe the building of the great rail link between East and West.

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Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Strike: The Growth of Organized Labor - From the violent Homestead Strike in 1892 to the rise of the American Federation of Labor under Samuel Gompers, the growth of organized labor as a powerful social and economic force is placed in historic perspective.

One Color Filmstrip/Program Guide
XGC6862 with 1 cassette or
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Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Labor in a Democracy - Exciting visuals combine with a sound track of extensively researched facts and heart-rending labor ballads to explore "Labor in a Democracy." Through this view of labor unions as a dynamic force in our democratic process, your students are able to perceive the United Mine Workers of America as a microcosm of the American Labor Movement, from inception to current crisis.

Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

American Mining - 1750-1890: "Bone and Blood is the Price of Coal" - The condition in America's coal fields prior to the formation of the UMWA in 1890 was exemplified by long hours, unsafe working conditions, child labor and labor unrest.

One Color Filmstrip/Program Guide
XGC328.01 with 1 cassette or
XGR328.01 with 1 record

Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

John L. Lewis: American Labor Leader - An analysis of the career and rise to power of John L. Lewis and the development of the UMWA into one of the nation's most powerful unions.

One Color Filmstrip/Program Guide
XGC328.02 with 1 cassette or
XGR328.02 with 1 record

Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

The New Deal: 1932-1941 - President Franklin D. Roosevelt's "New Deal" brought about new and revolutionary social and economic legislation. Organized labor grew and farmers prospered. The country regained confidence in their government and their future.

One Color Filmstrip/Program Guide
XGC337.03 with 1 cassette or
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Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Despair and Hope: 1930's - Labor union activity increased as a result of new federal legislation which gave workers the right to organize and bargain collectively.

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Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Women's Work: America 1620-1920 - "An excellent blend of political cartoons, sketches, and paintings assembled with a sense of humor and good taste make these strips of feminine history of merit..." The Booklist

The history of the fight for women's rights from colonial times through the explosive 20's helps students understand both the nature and extent of the American woman's battle for emancipation. An ideal supplement for classes in American History, women's studies and social issues.

Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Workers of America: Folk Songs - Building the railroads, sailing a whaler, driving cattle to market, or working on a canal boat have inspired some of America's most memorable folk songs.

One Color Filmstrip/Program Guide
XGC501.03 with 1 cassette or
XGR501.03 with 1 record

Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Immigration and Industrialization: Folk Songs - Between 1880 and 1910 European immigrants influenced folk music with "When I First Came to This Land," and "No Irish Need Apply." With industrialization and mass-production came: "John Henry," and "Casey Jones."

One Color Filmstrip/Program Guide
XGC503.02 with 1 cassette or
XGR503.02 with 1 record

Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

A Fantasy of Work in America - A modern version of the Cinderella legend to comment on contemporary worker discontent. First showing workers exploited by unfeeling employers, the filmstrip then illustrates how these workers formulate effective solutions following their liberation.

One Color Filmstrip/Program Guide
XGC375.02 with 1 cassette or
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Write to: Prentice Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

At Issue: A Living Wage - Living or Existing? - "Follow-up questions and research activities in the guide are well planned and vital to the discussions. . . " Bay Area Evaluation Guild

What income is sufficient to lead a decent life? Should there be a guaranteed income? By examining the lifestyles and resources of a low-income, middle-income, and a pensioner family, students are made vividly aware of the problems people have in coping with financial demands and their own personal expectations.

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XGC388 with 1 cassette or
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Write to: Prentice-Hall Media, ServCode XG, 150 White Plains Rd., Tarrytown, New York 10591.

Photo Aids - Complete mini-set of eighteen 11x14 photo aids that include: city scenes at the turn of the century, child labor, Rockefeller, Gompers, Carnegie, Jane Addams, Pullman strike, production lines, etc.

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Child Labor - At the turn of the century, millions of children were destined to spend their childhood in factories. The "best" way to teach children "proper work habits" and "thrifty citizenship," many people thought, was to put them in factories, work them for 70-90 hours a week and pay a salary of one to two dollars. This series examines the plight of working children "taught" under this child labor system.

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Settle or Strike - Simulation game.

Write to: Social Studies School Service, 10000 Culver Blvd., Department 11, P. O. Box 802, Culver City, California 90230 (213) 839-2436.

The American Labor Movement:A Fight for Human Dignity - Rare archival photos and historical prints blend with informative narration to create a photo-journalistic travelogue through the years of struggle for the American worker. Punctuated with direct quotations from leading figures in labor/management relations, the program explores the American labor movement's key evolutionary phases in an engrossing study sure to command maximum student interest.

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"Labor Comes of Age:Hard Times and War"	Order No. M-219-52258
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The Early Trade Unions - Contains 8-12 reproductions of original documents; 5-8 illustrated broadsheets, which discuss major aspects of the topic to lend background and perspective; a contents brochure, which describes each exhibit and its significance and includes suggested discussion/essay topics and suggestions for further reading; transcriptions or translations. Order No. M-850-134.

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The Role of Our Labor Force - Three full-color sound filmstrips introduce your students to the factors which influence the composition and utilization of the nation's labor force. Emphasis is placed on the importance of the bargaining powers of labor and management, public policies, changing patterns of demand and economic growth, and productivity in determining the structure and size of the work force in America. Color Filmstrips/Cassettes/Teacher's Guide.

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"Labor Unions"	Order No. M-219-42481
"Our Economic Goals"	Order No. M-219-42447

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Strike - A simulation of the history of American labor-management relations. Grades 10-12, average to above average ability; Grades 8-9, above average ability.

Write to: Interact, Box 9975, Lakeside, California 92040 (714) 448-1474.

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UNIONS

They're Big, Controversial, And Changed The Ways We Work And Live

Many of you will be going into occupations that are unionized. What does that mean, and what does it mean for you as a worker? In the early days of industrialization, some employers took advantage of their workers. There were plenty of people wanting jobs, so employers could get away with demanding long hours for low pay. And the stories of unsafe working conditions in our nation's early factories are almost unbelievable in these days of safety-consciousness.

How Unions Got Started

Workers who felt they were being treated unfairly or forced to work in dangerous surroundings found that they couldn't, as individuals, even speak to their bosses without risking being fired. They were looking for a way of developing power equal to that of their employers so they could bargain on an equal basis for decent pay, hours, benefits, and safety at work. Workers reasoned that if they worked in "union" with each other, they would have strength as a group that none of them had as individuals.

The early days of union history were stormy. Employers didn't want unions because they were afraid workers would try to take control of their companies. They also realized that higher wages, better benefits, and other worker demands would increase their costs and lower their profits. The public, too, was sometimes anti-union. People feared that prices would have to rise so company owners could continue to make their profits. Even today, when unions are a standard, legal feature of the work world, some people still feel that unions push up wages, and therefore prices, beyond what is reasonable, contributing to our country's inflation problem.

On the other hand, most of us—whether our workplace is unionized or not—have benefited from the efforts of the unions. There are now federal and state laws protecting workers, many of which are the result of union demands and of union work with legislators.

Two Kinds of Unions

There are basically two kinds of unions in the U.S.—craft unions and industrial unions. Craft unions are for workers in one craft or trade area, such as plumbers, electricians, or carpenters. Industrial unions are for all workers in an industry, regardless of their specialization, such as auto workers, steel workers, or mine workers. Early union leaders disagreed about having these two kinds of unions and from the mid-1930s until 1955, there were two separate national-level governing bodies for these two kinds of unions. The original American Federation of Labor continued to serve the craft or "horizontal" unions, composed of workers in the same skills or trades. The Congress of Industrial Organizations (CIO), which had formed in 1938, split from the AFL, dedicated to all the non-union members in mass production industries—automotive, coal, steel, textile workers, and the like. This was a "vertical" union and it achieved rapid success in bringing industrial unionism to large sectors of basic American industry.

The growth in strength of both large unions brought about passage of a number of national social programs which had long been sought by the labor movement. Among these were social security, unemployment compensation, workers' compensation, and federal minimum wage-hour laws. And while the two unions still maintained areas of disagreement on ways to serve membership, they found more and more reasons to work together on problems affecting all workers. The stage was set for merger of the two powerful unions. In 1955 they joined to become the AFL-CIO, which today is the governing body for nearly 100 national and international unions. There are also several large and many small unions that are "independent," and not part of the AFL-CIO.

Collective bargaining was developed over the years as the method for introducing the principles of democracy into the employer-employee relationship. The unions believe that where there is collective bargaining the worker shares with the employer, and with other employees, the responsibility for establishing orderly procedures for determining

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Samuel Gompers: Legendary Leader of Labor

The life of Samuel Gompers is a truly American story. Gompers was an immigrant, born in London, who rose from poverty to become the first great labor leader in the United States.

As a boy in England, Gompers left school at the age of ten to help support his family. He worked first for a shoemaker, and later became apprenticed to a cigar maker. He was thirteen years old when he arrived in New York City to work in a cigar factory. Fortunately for Gompers, the workers in his factory had a "self-education" plan. He received much of his schooling as a "reader"—a worker who took turns reading books, newspapers, poetry and magazines to fellow employees while the others rolled cigars. The reading helped to break the monotony of work, while allowing employees to gain an education.

Gompers belonged to the Cigar Makers' Union which was almost ruined in 1877 by a prolonged strike. As leader of the local unit, he realized that only by drawing all the local unions of a craft together into a national union could workers stay united in hard times. He also believed that working people would stay united only when striving for higher wages and better conditions.

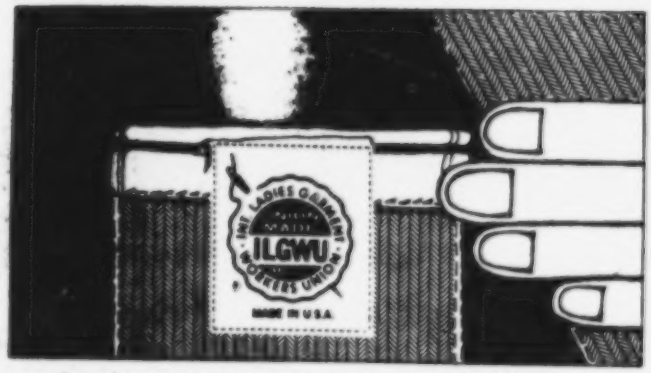
Gompers national cigar makers' union became the model for the American Federation of Labor, which was organized in 1881. Except for one year, he held the office of president until he died in 1924.

Part of the legend which surrounds Samuel Gompers is that when he was asked in 1893 "what does labor want?", he responded simply that labor unions want "More." Many people have criticized the "greed" of organized labor based upon Gompers' supposed answer to that question.

But Samuel Gompers never said simply "More." Speaking before the International Labor Congress in Chicago, what he actually said was:

"What does labor want? . . . We want more school houses and less jails; more books and less arsenals; more learning and less vice; more constant work and less crime; more leisure and less greed; more justice and less revenge; in fact, more of the opportunities to cultivate our better natures."

The Union Label—A Symbol of Quality



You've probably seen the TV ad with the catchy tune "Look for the Union Label . . ." It's the theme song for the International Ladies' Garment Workers Union. But the cry "look for the union label" has been heard for more than a century, since the founding of the modern American trade union movement.

Historians trace the beginnings of the union label back to the hallmarks or identifying stamps used by the guilds in ancient Rome and medieval Europe. Artisans stamped each product they produced with a symbol guaranteeing the genuiness and high quality of the item. But the union label itself is an American invention, first used by the Carpenters' Eight-Hour League in San Francisco in 1869. It was a symbol stamped on lumber produced by the planing mills who operated on an eight-hour day (which was a short working day for those times!). The stamp not only stood for quality in materials and workmanship, but also for quality in working conditions.

By 1875, the union cigar makers in San Francisco were pasting a "union made" label on all their cigar boxes to indicate that the cigars were made under union contract. This was the first time the label had been used as a weapon against the "sweatshops" which exploited workers with low pay and unhealthy working conditions. At the same time, union members embarked on a campaign to encourage consumers to purchase only cigars which were labeled "union made."

The Use of Labels Soared

Over the years, more and more unions adopted the concept of the union label and its usage soared. In 1885, three years after adopting a label, the United Hatters of North America reported that over 95 million individual labels had been used.

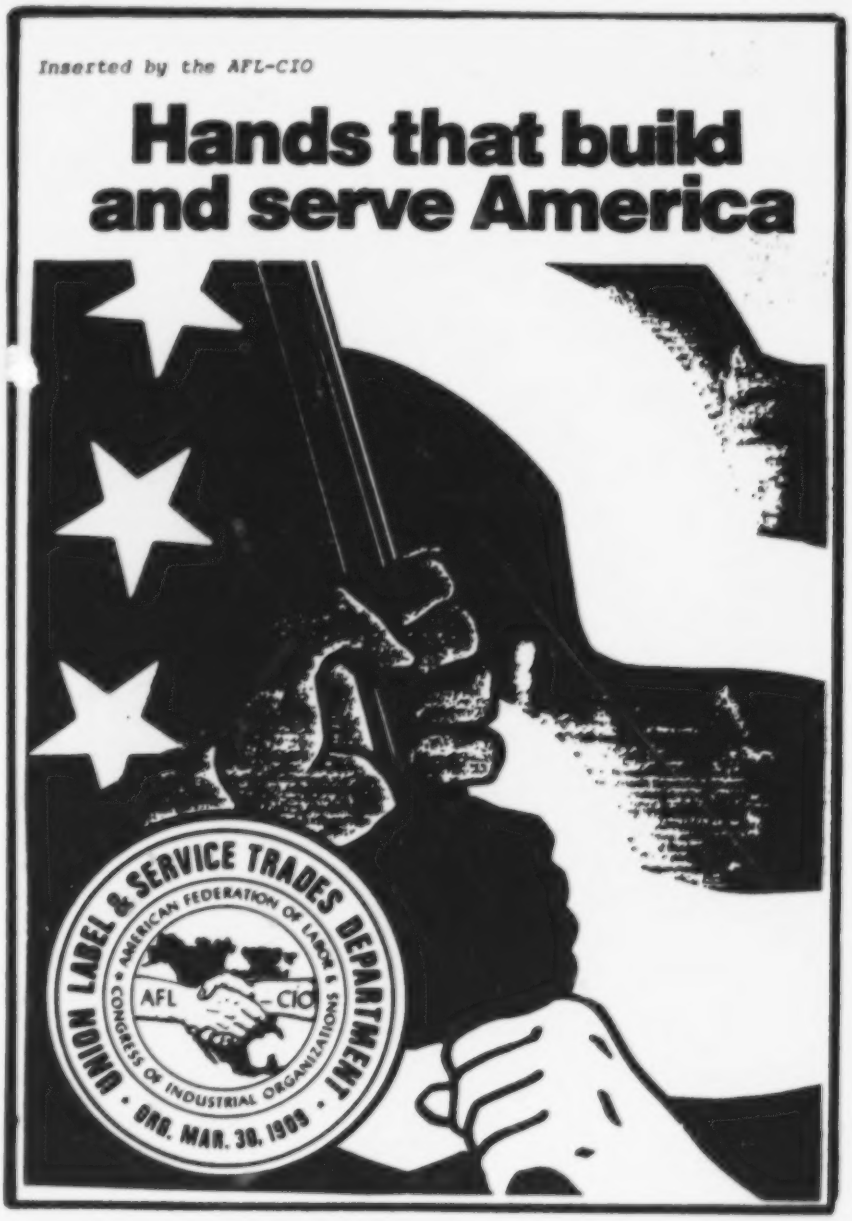
The idea of a universal union label was first proposed by the American Federation of Trades in 1909, but debate on the subject lasted for 72 years. Proponents of a universal label believed that the symbol would make union-made products and union-produced services quickly recognizable in the marketplace. They thought that a single label would be easily promoted at the national level if consumers had only one label to look for. They pointed out that businesses spend large amounts of money to develop company trademarks because they make products recognizable and help to increase sales.

Opponents of the universal label argued that the individual unions would have to do away with their own labels, many of which were both historic and widely recognized. And, of course, no one was sure what the universal label would look like.

were becoming concerned about the number of jobs being lost because of the increased flow of foreign made products into the U.S. The universal label became a way to identify products as "Made in the U.S.A." A voluntary program was implemented with three options including a new label featuring the seal of the AFL-CIO with the union's name in an outer ring.

Today, many unions use the union label on the products their members produce. (You may not always see the label, but it's there.) For example, a union label appears on almost every motion picture produced in the United States. And on Broadway, each light carries three different union labels—and stagehands insist on seeing the labels before they move lights, scenery or props.

As they were in the beginning, union labels are still intended as symbols of quality. The union label stands for the goals and purposes of the union—and tells a message about the people who belong to the organization.


Inserted by the AFL-CIO
Hands that build and serve America
UNION LABEL & SERVICE TRADES DEPARTMENT
AMERICAN FEDERATION OF LABOR & CONGRESS OF INDUSTRIAL ORGANIZATIONS
AFL
CIO
ORG. MAR. 30, 1909

How Unions Have Changed The Ways We Work And Live

In 1981, the AFL-CIO celebrated its Centennial—100 years of a united labor movement in America. It was billed as a "Century of Achievement, A Challenge for the Future."

The first real step toward a united labor movement came at a meeting held in 1881 in Pittsburgh, Pennsylvania, when representatives from a few trades and industries organized a federation of labor and trade unions. The delegates who attended this meeting included printers, carpenters, cigar makers, steel workers, merchant seamen and local units of the Knights of Labor, (a forerunner of the federation of unions). The main purpose of the newly organized Federation of Organized Trades and Labor Unions was legislation.

Samuel Gompers, a 31-year-old cigar maker chaired the legislative committee. For Gompers, it was the beginning of a forty year career that would make him the principal spokesman for labor in America. The founding convention produced a Declaration of Principles which called for:

- Abolishment of child labor
- Legal enforcement of compulsory education of children
- Establishment of uniform apprenticeship laws
- Enactment of the eight-hour working day
- Abolishment of the contracting of convict labor
- Enactment of mechanics' lien laws
- Establishment of a federal bureau of labor statistics

It was a beginning. But gains were not won easily, and labor's history can be seen as 100 years of conflict and struggle. Remember, the Federation was born in a time when many people were hostile to any union or organization claiming that the interests and rights of workers were equal to those of their employers.

The first century of the united labor movement produced important legislative gains, achieving many of the goals of the founding fathers. The Wagner Act of 1935 gave unions the right to organize, negotiate and represent their membership; the Fair Labor Standards Act which set the first minimum wages; the Civil Rights Act of 1964 which made it illegal to discriminate in employment on the basis of race or sex; and, of course, OSHA, the Occupational Safety & Health Act, which set health and safety standards in industry.

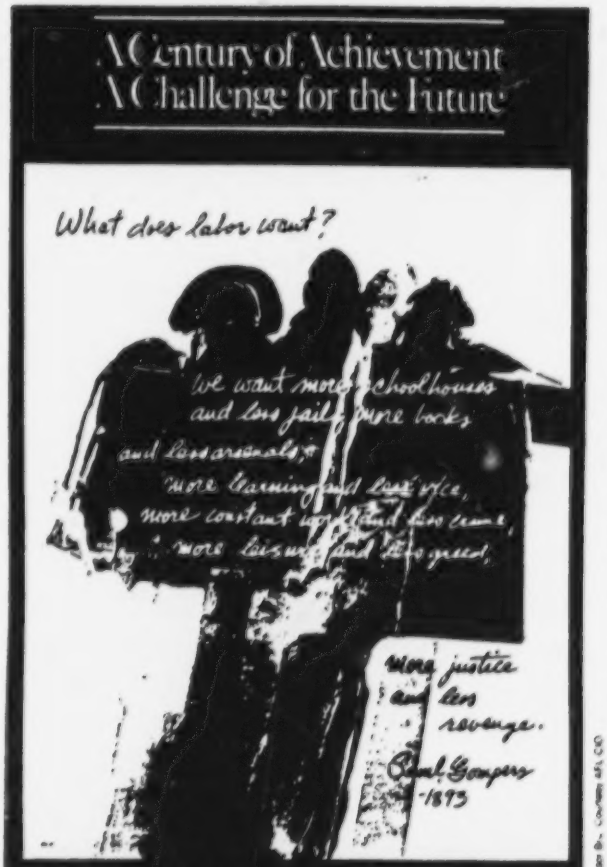

A Century of Achievement
A Challenge for the Future
What does labor want?
We want more schoolhouses and less jails; more books and less arsenals;
more learning and less vice,
more constant work and less crime,
more leisure and less greed,
More justice and less revenge.
Saml. Gompers
1893
1881 Labor's Centennial 1981

Photo by Susan G. Cohen, AFL-CIO

At the Centennial celebration, the AFL-CIO pointed with pride to its list of accomplishments on behalf of all workers including a much higher standard of living than a century ago; improved working conditions, holidays, paid sick leave, vacations, pensions, insurance, improvement of opportunities for women and minorities in the labor market.

So what does organized labor see as the "Challenge for the Future?" In his formal statement on labor's centennial in 1981, AFL-CIO President Lane Kirkland said that it would be labor's responsibility in its second century to adjust to new conditions to continue to represent its members and voice their needs and to contribute to the progress of American democratic society. "Labor has a unique role in strengthening contemporary American Society and dealing adequately and forcefully with the challenge of the future. We shall rededicate ourselves to the sound principle of harnessing democratic tradition and trade union heritage with the necessity of reaching out for new and better ways to serve all working people and the entire nation."

Union Roots Reach Deep Into History

The roots of trade unionism in America can be found early in our history. The first unions—called guilds—were small groups of craftsmen working in similar trades such as carpenters, cordwainers, cobblers, printers, and cabinetmakers.

The first recognized "union" was formed by cordwainers (shoemakers) in 1792 in Philadelphia. Within ten years other unions of shoemakers, carpenters, and printers had sprung up along the east coast from New York City to Baltimore. These small trade unions centered their early efforts on improved working conditions, especially an effort to reduce the work day from 12 hours to 10.

The early trade unions were small local units which were made up of workers in a single industry or trade. But by the 1820's, workers began to show an interest in joining together together to achieve gains for all working people. With the approach of the Industrial Revolution—the invention of the steam engine and growing use of water power to generate machinery—a factory system developed.

American workers had seen the effect of factories on the English working class—decades of slums, unbearable working conditions, and long hours for meager wages. It was a system which had produced great wealth for the few factory owners, but poverty and misery for the multitudes.

The isolated local unions realized the need for greater strength in numbers and began to form citywide trade assemblies or federations. But these local federations soon learned that, because of economic considerations, national unions were desperately needed, and were crucial to the effort to better conditions for all workers.

Child Labor in the 19th Century

"This Manufactory will go into operation, in all this month, where a number of boys and girls from 8-12 years of age are wanted, to whom constant employment and encouraging wages will be given."

an advertisement in the Federal Gazette of Baltimore, 1808

What was it like to be a child employed in the labor force of the 19th or early 20th century? Imagine being eight or nine years old, working long hours from "can't see to can't see" (pre-dawn to after dusk) at hard labor in a hot and dirty mill, factory, or mine.

Surprisingly, employers of children in the early 1800s thought they were *helping* children, not hurting them. They contended that they protected children from the "vice and immorality of idleness"—by giving them jobs.

Fortunately for children who labored in the miserable, unsafe factories, the National Child Labor Committee formed in 1904. The committee began investigations into child labor, concentrating on the horrible conditions of children working in the coal mines. Public concern grew, slowly, as the NCLC investigations continued to include the glass making and canning industries and the textile mills of the South.

Opponents of restrictions were numerous and vocal, however. It wasn't until 1916, with the passage of the Keating-Owen Bill that child labor standards were enacted. Now these standards seem lax: a minimum age of 14 for workers in manufacturing and 16 for workers in mining, a maximum workday of 8 hours, prohibition of night work for workers less than 16, and documentary proof of age.

Today the Fair Labor Standards Act establishes minimum wages, right to overtime pay, and child labor standards that both ensure children's educational opportunities and protect their health and safety. Specific types of work are prohibited if hazardous.

Photo: Lewis Hine, George Meany Memorial Archives

"We Pledge ourselves . . .

to the more effective organization of working men and women; to the securing to them of full recognition and enjoyment of the rights to which they are justly entitled; to the achievement of ever higher standards of living and working conditions; to the attainment of security for all the people sufficient to enable workers and their families to live in dignity; to the enjoyment of the leisure which their skills make possible; and to the strengthening and extension of our way of life and the fundamental freedoms which are the basis of our democratic society. . . "

—From the preamble of the Constitution of the AFL-CIO

Photo: Lewis Hine, George Meany Memorial Archives

continued from page 12

Unions: Workers' Role and Responsibility

wages, hours of work, rates of productivity, promotion and lay-off policies, as well as just penalties for violation of necessary work rules.

Unions work for their members by negotiating contracts with their members' employers. The contracts usually cover hours of work, wages, benefits, seniority rights for promotions and during layoffs, and grievance procedures—systems for handling employee complaints. They may also cover pensions, health, and welfare services. Many unions and employers jointly administer health, welfare, pension, and education or upgrading plans. Union leaders and members feel it is important that workers and employers make these decisions together—that collective bargaining gives the workers dignity in relation to their employers. A labor contract is usually signed for one to five years. When it expires it is renegotiated.

An important right our labor laws give to unionized workers is the right to strike. Members can refuse to work in order to force management to agree to their demands. Workers aren't paid by their companies when they are on strike, but may receive money called "strike benefits" from a union fund. In a "wildcat" strike, one not approved by the union, workers get no strike benefits.

Some people are hesitant about joining a union because they don't want to get involved with strikes. Although the right to strike is a major bargaining tool of unions, in recent years some 98% of all union contracts have been negotiated without workers striking.

Do I Have to Join?

Union strength varies quite a lot across the United States. In some areas, such as the South, small communities, and rural areas, there is very little unionization. And where there are unions, laws differ about whether everyone in a company or trade area must belong to the union or not.

Some 20 states have "right to work" laws. This means that no one can be required to join a union in order to work. All companies must be "open shops." In the rest of the states, it is legal to have "union shops," companies or trades in which all workers must join the union. Union leaders reason that union shops make sense, because everyone in a company or a trade area is covered by the union contract and benefits from it whether they are members or not; non-members simply get a "free ride."

Should I Join a Union?

If you do join a union, the "local" will be the most important level to you at first. You will vote for officers of your local, for delegates to go to national conventions, and for stewards, who are the union's representatives on the shop floor.

If you are considering joining a union, find out for yourself how the union operates, and how it would benefit you. Here are some questions you might ask yourself:

- Given the working conditions and size of this company, do I need the union to represent me?
- How well does the union serve the members for whom it has contracts?
- What are the initiation fee and membership dues? Can I afford it? Are the benefits worth the cost?
- How do I feel about going out on strike? Has this union needed to use strikes in contract negotiations?
- I would have to give up some independence. Is it worth it because of the benefits to me?
- If there is a union in my trade area or industry, and I don't join, I will still be affected by the union's agreements with my employer. How important is it to me to be able to vote on those agreements?
- Would I participate fully in union meetings and activities, or simply pay my dues and forget about it?

A Short History of American Labor

This brief history of more than 100 years of the modern trade union movement in the United States can only touch the high spots of activity and identify the principal trends of a "century of achievement." In such a condensation of history, episodes of importance and of great human drama must necessarily be discussed far too briefly, or in some cases relegated to a mere mention.

What is clearly evident, however, is that the working people of America have had to unite in struggle to achieve the gains that they have accumulated during this century. Improvements did not come easily. Organizing unions, winning the right to representation, using the collective bargaining process as the core of their activities, struggling against bias and discrimination, the working men and women of America have built a trade union movement of formidable proportions.

Labor in America has correctly been described as a stabilizing force in the national economy and a bulwark of our democratic society. Furthermore, the gains that unions have been able to achieve have brought benefits, direct and indirect, to the public as a whole. It was labor, for example, that spearheaded the drive for public education for every child. The labor movement, indeed, has served as a force for American progress.

American Labor's Second Century

Now, in the 1980s, as the American trade union movement looks toward its second century, it takes pride in its first "century of achievement" as it recognizes a substantial list of goals yet to be achieved.

In this past century, American labor has played a central role in the elevation of the American standard of living. The benefits which unions have negotiated for their members are, in most cases, widespread in

THIS ARTICLE is adapted from the AFL-CIO publication, "A Short History of American Labor," prepared for the 1981 Centennial of American labor.

the economy and enjoyed by millions of our fellow citizens outside the labor movement. It is often hard to remember that what we take for granted—vacations with pay, pensions, health and welfare protection, grievance and arbitration procedures, holidays—never existed on any meaningful scale until unions fought and won them for working people.

Through these decades, the labor movement has constantly reached out to groups in the American society striving for their share of opportunity and rewards . . . to the blacks, the Hispanics and other minorities . . . to women striving for jobs and equal or comparable pay . . . to those who work for better schools, for the freedom of speech, press and assembly guaranteed by the Bill of Rights . . . to those seeking to make our cities more livable or our rural recreation areas more available . . . to those seeking better health for infants and more secure status for the elderly.

Through these decades, in addition, the unions of America have functioned in an economy and a technology marked by awesome change. When the Federation of Organized Trades and Labor Unions gathered in convention in 1881, Edison had two years earlier invented the electric light, and the first telephone conversation had taken place just five years before. There were no autos, no airplanes, no radio, no television, no air conditioning, no computers or calculators, no electronic games. For our modest energy needs—coal, kerosene and candles—we were independently self-sufficient.

The labor movement has seen old industries die (horse-shoeing was once a major occupation) and new industries mature. The American workforce, once predominantly "blue collar," now finds "white collar" employees and the "grey collar" people of the service industries in a substantial majority.

The workforce in big mass production industries has contracted, and the new industries have required employees with different skills in different locations. Work once performed in the United States has been moved to other countries, often at wage levels far below the American standards. Multinational, con-

glomerate corporations have moved operations around the globe as if it were a mammoth chessboard. The once thriving U.S. merchant marine has shriveled.

A new kind of "growth industry"—consultants to management skilled in the use of every legal loophole that can frustrate union organizing, the winning of representation elections, or the negotiation of a fair and equitable collective bargaining agreement—has mushroomed in recent years, and threatens the stability of labor-management relationships. A group of organizations generally described as the "new right" enlist their followers in retrogressive crusades to develop an anti-union atmosphere in the nation, and to repeal or mutilate various social and economic programs that have brought a greater degree of security and peace of mind to the millions of American wage earners in the middle and lower economic brackets.

Resistance to modest proposals like the labor law reform bill of 1977, and the use of lie detectors and electronic surveillance in probing the attitudes and actions of employees are a reminder that opposition to unions, while changing in style from the practices of a few decades ago, is still alive and flourishing—often financed by corporate groups, trade associations and extremist ideologues.

Yet through this dizzying process of change, one need remains constant—the need for individual employees to enjoy their human rights and dignity, and to have the power to band together to achieve equal collective status in dealing with multi-million and multi-billion dollar corporations. In other words, there is no substitute for the labor union.

American labor's responsibility in its second century is to adjust to the new conditions, so that it may achieve optimum ability to represent its members and contribute to the evolutionary progress of the American democratic society.

AFL-CIO President Lane Kirkland expressed that concept in his formal statement on labor's centennial in 1981:

"Labor has a unique role in strengthening contemporary American society and dealing adequately and forcefully with the challenge of the future.

"We shall rededicate ourselves to the sound principle of harnessing democratic tradition and trade union heritage with the necessity of reaching out for new and better ways to serve all working people and the entire nation."

Toward a Federation of Labor

The roots of our country's trade unions extend deep into the early history of America. Several of the Pilgrims arriving at Plymouth Rock in 1620 were working craftsmen. Captain John Smith, who led the ill-fated settlement in 1607 on Virginia's James River, pleaded with his sponsors in London to send him more craftsmen and working people.

Primitive unions, or guilds, of carpenters and cordwainers, cabinet makers and cobblers made their appearance, often temporary, in various cities along the Atlantic seaboard of colonial America. Workers played a significant role in the struggle for independence; carpenters disguised as Mohawk Indians were the "host" group at the Boston Tea Party in 1773. The Continental Congress met in Carpenters Hall in Philadelphia, and there the Declaration of Independence was signed in 1776. In "pursuit of happiness" through shorter hours and higher pay, printers were the first to go on strike, in New York in 1794; cabinet makers struck in 1796; carpenters in Philadelphia in 1797; cordwainers in 1799. In the early years of the 19th century, recorded efforts by unions to improve the workers' conditions, through either negotiation or strike action, became more frequent.

By the 1820s, various unions involved in the effort to reduce the working day from 12 to 10 hours began to show interest in the idea of federation—of joining

"Boy wanted" sign drew a crowd (above), while breaker boys (right) already had jobs.

together in pursuit of common objectives for working people.

Puny as these first efforts to organize may have been, they reflected the need of working people for economic and legal protection from exploiting employers. The invention of the steam engine and the growing use of water power to operate machinery were developing a trend toward a factory system not much different from that in England which produced misery and slums for decades. Starting in the 1830s and accelerating rapidly during the Civil War, the factory system accounted for an ever-growing share of American production. It also produced great wealth for a few, grinding poverty for many.

With workers recognizing the power of their employers, the number of local union organizations increased steadily during the mid-19th century. In a number of cities, unions in various trades joined together in city-wide federations. The National Trades' Union, formed in 1834 by workers in five cities, was an early attempt at countrywide federation—but the financial panic of 1837 put an end to its efforts. In 1866 several national associations of unions functioning in one trade—printers, machinists, stone cutters, to name a few—sent delegates to a Baltimore meeting that brought forth the National Labor Union. Never very strong, it was a casualty of the sweeping economic depression of 1873.

Five years later, the Knights of Labor captured the public imagination. The Knights were an all-embracing organization committed to a cooperative society. Membership was not limited to wage earners; it was open to farmers and small business people—everybody, that is, except lawyers, bankers, stockbrokers, professional gamblers and anyone involved in the sale of alcoholic beverages. The Knights achieved a membership of nearly 750,000 during the next few years, but the skilled and unskilled workers who had joined the Knights in hope of improvement in their hours and wages found themselves frustrated by the Knights' vague organizational structure, by its officers' aversion to strikes against employers and by its leaders' reliance on the promise of future social gains instead of the hard day-to-day work of building and operating a union organization. So the stage was set for the creation of a down-to-earth, practical labor federation which could combine long range objectives of a better society with the practical activity of day-to-day union functions.

Federation of Organized Trades & Labor Unions

The first practical step in response to the need for a united labor movement was a meeting of workers' representatives from a few trades and industries at Pittsburgh on Nov. 15, 1881. The delegates came from the carpenters, the cigar makers, the printers, merchant seamen, and the steel workers, as well as

Executive Council of the Federation, 1881 (above). A "reader" in a cigar factory in the 1880s (below).

from a few city labor bodies and a sprinkling of delegates from local units of the Knights of Labor.

The new Federation of Organized Trades and Labor Unions which they created had a constitution inspired by that of the British Trades Union Congress —which then was about a dozen years old. Its principal activity was legislative, its most important committee was concerned with legislation. The chairman of that committee was 31-year-old Samuel Gompers of the Cigar Makers Union, serving in the earliest phase of a career that was to make him the principal leader and spokesman for labor in America for the next four decades.

The Federation of Organized Trades and Labor Unions was a good deal less than a strongly effective organization. In its third year, it collected just $508 in dues, and its 1884 convention brought together merely 18 delegates. Yet its fingers were clearly on the pulse of America's working class; it passed a resolution decreeing that "eight hours shall constitute a legal day's labor from and after May 1, 1886." It recommended to its affiliated unions that they "so direct their laws as to conform to this resolution by the time named." In the words of a much later cliché, the federation's call for the 8-hour day was clearly "an idea whose time had come." It touched off, or accelerated, a strong and vociferous national clamor for the shorter work week.

Despite the popularity of that call for action, Gompers and a number of his associates—among them, particularly, Peter J. McGuire of the Brotherhood of Carpenters—felt the time had come for reorganizing the Federation to make it a more effective center for the trade unions of the country. So, on Dec. 8, 1886, they and a few other delegates met in Columbus, Ohio, to create a renovated organization.

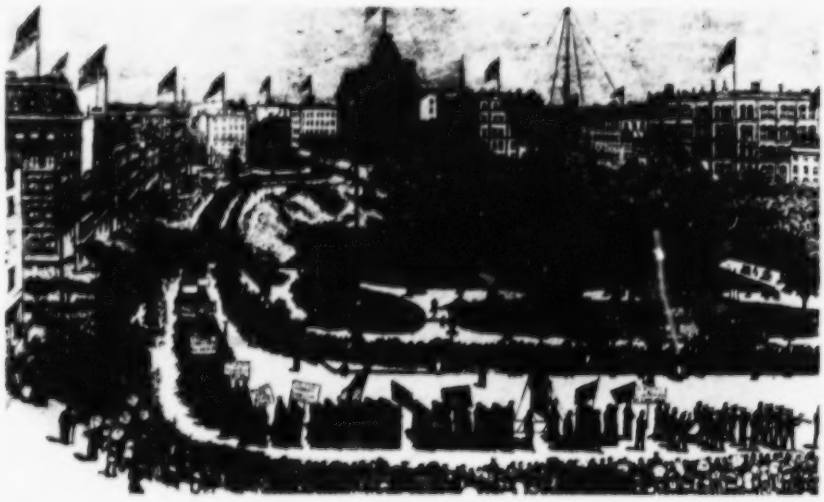
It was at this meeting that the American Federation of Labor evolved from the earlier Federation of Organized Trades and Labor Unions. The action was a giant step forward toward the development of a modern trade union movement in America. Gompers was elected president, McGuire secretary. Gompers, born in 1850, came as a boy with his parents to America from the Jewish slums of London; he entered the cigar-making trade and received much of his education as a "reader"—a worker who read books, newspaper stories, poetry and magazine articles to fellow employees to help break the monotony of their work in the shop—and became a leader of his local union and of the national Cigar Makers Union.

A statement by the founders of the AFL expressed their belief in the need for more effective union organization. "The various trades have been affected by the introduction of machinery, the subdivision of labor, the use of women's and children's labor and the lack of an apprentice system—so that the skilled trades were rapidly sinking to the level of pauper labor," the AFL declared. "To protect the skilled labor of America from being reduced to beggary and to sustain the standard of American workmanship and skill, the trades unions of America have been established."

The leadership of the early labor movement showed a keen awareness that the unions could not succeed with a "men only" philosophy, even though men were then the clearly dominant element in the labor force. In 1882 the Federation extended to "all women's labor organizations representation . . . on an equal footing." Even more explicitly—and rather grandiloquently—the AFL convention in 1894 adopted a resolution that "women should be organized into trade unions to the end that they may scientifically and permanently abolish the terrible evils accompanying their weakened, unorganized state; and we demand that they receive equal compensation with men for equal services performed."

The new AFL, with its 300,000 members in 25 unions, came on the national scene in a time of discord and struggle. Earlier in 1886, railroad workers in the Southwest had been involved in a losing strike against the properties of Jay Gould, one of the more

New York's first labor day parade (right) was held in 1882, an era when management dealt with unions by ignoring them and dealt with strikes (below and right) by breaking them with violence.



flamboyant of the so-called "robber barons" of the post-Civil War period. On May 1, 1886, some 200,000 workers had struck in support of the effort to achieve the 8-hour day.

While the national 8-hour-day strike movement was generally peaceful, and frequently successful, it led to an episode of violence in Chicago that resulted in a setback for the new labor movement. The McCormick Harvester Company in Chicago, learning in advance of the planned strike, locked out all its employees who held union cards. Fights erupted and the police opened fire on the union members, killing four of them. A public rally at Haymarket Square to protest the killings drew a large and peaceful throng. As the meeting drew to a close, a bomb exploded near the lines of police guards, and seven of the uniformed force were killed, with some 50 persons wounded. The police began to fire into the crowd; several more people were killed and about 200 were wounded.

Eight anarchists were arrested and charged with a capital crime. Four were executed; four others were eventually freed by Gov. John P. Altgeld of Illinois after he concluded that the trial had been unfairly conducted. No one knows for certain who planted the bomb. But as Gompers ruefully commented some time later: "The bomb not only killed the policemen, but it killed our eight-hour movement for a few years after."

The new AFL, breaking with the cloudy organizational structure that had hampered the Knights of Labor and other previous attempts at federation, placed emphasis on the autonomy of each affiliated union in its jurisdiction, and encouraged the development of practical collective bargaining to gain improvements for the membership. But it takes two to make collective bargaining work — employers and workers — and as American industry moved into a period of immense growth and power in the latter part of the 19th century, the lords of industry were little inclined to negotiate with the unions of their employees. The Sherman Antitrust Act, designed to break up the power of monopoly corporations, was used very strongly against small unions, contrary to its intent. And so, the companies grew in strength while their lawyers fought successful rearguard actions to make the law inoperative.

Thus the decade of the 1890s and the early years of the 20th century witnessed many intense struggles between essentially weak unions seeking to liberate their members from back-breaking toil under often unsafe and unhealthy working conditions for very low wages, and powerful corporations with heavy financial resources, the active or passive support of the government and its police forces, and the backing of much of the press and the general public. It was a perfect climate for union-busting and violence.

In 1891 steel boss Henry C. Frick broke a Pennsylvania strike of coke oven workers seeking the 8-hour day. But that was just a warmup event for Frick, who as head of the Carnegie Steel Company in 1892 or-

dered a pay cut ranging from 18 to 26 percent. The Amalgamated Association of Iron & Steel Workers—one of the stronger unions of the period—called a strike at the Carnegie plant at Homestead, Pa., to seek a rescinding of the cut in wages. Pitched battles followed between the strikers and a boatload of 300 armed Pinkerton detectives. The strikers won the battle and the Pinkertons retreated, with a death toll of seven workers, three strikebreakers and scores of wounded. The state militia then took over the town. Indictments poured out, but no one was convicted; and Frick had succeeded in breaking the strike.

The next big confrontation, in 1894, was at the Pullman plant near Chicago. The American Railroad Union—not affiliated with the AFL and led by Eugene V. Debs, a leading American socialist—struck the company's manufacturing plant, and called for a boycott of the handling of Pullman's sleeping and parlor cars on the nation's railroads. Within a week, 125,000 railroad workers were engaged in a sympathy protest strike. The government swore in 3,400 special deputies; later, at the request of the railroad association, President Cleveland moved in federal troops to break the strike—despite a plea by Gov. Altgeld of Illinois that their presence was unnecessary. Finally a sweeping federal court injunction forced an end to the sympathy strike, and many railroad workers were blacklisted. The Pullman strikers were essentially starved into submissive defeat.

The strike illustrated the increasing tendency of the government to offer moral support and military force to break strikes. The injunction, issued usually and almost automatically by compliant judges on the request of government officials or corporations, became a prime legal weapon against union organizing and action.

A Testing Period and Growth

A better method of federal intervention occurred during a 1902 strike of anthracite coal miners, under the banner of the United Mine Workers. More than 100,000 miners in northeastern Pennsylvania called a strike on May 12, and kept the mines closed all that summer. When the mine owners refused a UMW proposal for arbitration, President Theodore Roosevelt intervened on Oct. 3, and on Oct. 16 appointed a commission of mediation and arbitration. Five days later the miners returned to their jobs, and five months later the Presidential Commission awarded them a 10 percent wage increase and shorter work days—but not the formal union recognition they had sought.

The difficulties that unions experienced in fashioning their strategies for bringing workers into membership and fighting low-wage non-union competition could best be observed in a long court fight which became nationally known as the Danbury Hatters case. In 1902, the AFL hatters union instituted a national boycott of a non-union company in Danbury, Conn. The company, charging a conspiracy in restraint of trade, under the provisions of the antitrust law, filed a damage suit in the state court but lost.

The case worked its way through the federal courts over the next few years, and in 1908 the U.S. Supreme Court ruled in a 5-4 decision against the union. It held that the Hatters Union had participated in an illegal secondary boycott, which was subject to federal injunctive restraint. The decision was a clear signal to the federal judiciary and to the corporations that injunctions could be used to stop various kinds of labor strikes and strike-support actions. In addition, the individual strikers were fined a total of nearly $250,000. In 1915, the AFL proclaimed a Hatters' Day, in which workers voluntarily contributed an hour's pay to help pay off the fines. The money thus collected kept 184 individual Danbury hat workers from having their homes seized in order to pay the court-ordered levy. [It is important to differentiate between direct consumer boycotts or "unfair to labor" or "don't buy" activities, which are recognized as perfectly legal when conducted in connection with or in support of labor union disputes with employers—and, on the other hand, secondary boycotts, which were the issue in the Danbury Hatters case and which were made illegal under the 1947 Taft-Hartley Act. A secondary boycott is one directed at companies or stores to try to force them not to use, or to offer for sale, products which have been made by a company involved in a strike or otherwise deemed "unfair" by the legitimate union. The secondary boycott has all but disappeared since Taft-Hartley was passed. It should be noted, however, that the courts have ruled that the Constitution's free speech provisions legally permit a union to place "informational pickets" outside a store selling "unfair" goods and calling attention to labor's "don't buy" campaign—so long as they do not call the store

itself "unfair" or ask the public not to patronize the establishment.]

This was not to be the first or last example of the way in which employers have sought to redirect the thrust of laws designed to regulate corporations and instead aimed them toward labor unions and their members. Indeed, even at the current time, efforts are still being made to include labor under the antitrust and other laws originally aimed at corporations.

Not all the strikes and struggles of the period were conducted by the "sons of toil" in the nation's heavy industries. Long before the rise of the contemporary feminist movement, large numbers of women were at work—particularly in the big cities and in the men's and women's garment industry. Their grievances were real and tangible in both the textile and garment industries. Their pay was often at sweatshop levels, their hours too long, the speed-up rampant, the working conditions dreadful. Conditions such as these led in 1909 to a strike known widely as "The Uprising of the Twenty Thousand." The strikers, mostly women, almost all of them recent immigrants from eastern Europe, conducted the first big protest in the needle trades under the banner of the Ladies' Garment Workers against shirtwaist and dress manufacturers. Their plight brought widespread public support, and they gained the 52-hour work week and wage increases.

In 1910, some 50,000 cloakmakers called a strike in New York. Thanks to the efforts of Louis D. Brandeis, a lawyer later named to the U.S. Supreme Court, the dispute ended on a constructive note. A "protocol of peace" designed by Brandeis established procedures for conciliation and arbitration of future grievance disputes, as well as such important advances as the abolition of homework, the free use of electricity, 10 paid holidays a year, and piece work at rates fixed by joint union-management committees.

But a reminder that the garment industry was a good deal this side of paradise occurred in 1911, when a fire broke out at the Triangle Shirtwaist Co. on New York's lower east side. About 150 employees—almost all of them young women—perished when the fire swept through the upper floors of the loft building in which they worked. Many burned to death; others jumped and died. Why so large a casualty list? The safety exits on the burning floors had been securely locked, allegedly to prevent "loss of goods." New York and the country were aroused by the tragedy. A state factory investigation committee headed by Frances Perkins (she was to become Franklin Roosevelt's secretary of labor in 1933, the first woman cabinet member in history) paved the way for many long-needed reforms in industrial safety and fire prevention measures.

Another of the historic industrial conflicts prior to World War I occurred in 1912 in the textile mills of Lawrence, Mass. It was led not by an AFL union but by the radical Industrial Workers of the World—the

IWW, or the Wobblies, as they were generally known—an organization in frequent verbal and physical conflict with the AFL and its affiliates. The strike in Lawrence started when the mill owners, responding to a state legislature action reducing the work week from 54 to 52, coldly and without prior notice cut the pay rates by a 3½ percent. The move produced predictable results: a strike of 50,000 textile workers; arrests; fiery statements by the IWW leaders; police and militia attacks on peaceful meetings; and broad public support for the strikers. Some 400 children of strikers were "adopted" by sympathizers. When women strikers and their children were attacked at the railroad station by the police after authorities had decided no more youngsters could leave town, an enraged public protest finally forced the mill owners not only to restore the pay cuts but to increase the workers' wages to more realistic levels.

Perhaps the temper of the times in which working men and women sought to build their unions was epitomized by the attitude of George Bachr, head of the Philadelphia and Reading Railway Company, at

Women workers were featured in the 1912 Labor Day Parade (far left), as they fought sweatshop conditions in New York's garment district and suffered such tragedies as the 1911 Triangle fire (below left). Frances Perkins spent six years crusading for reform after the fire.

the time of the 1902 coal strike. In Mr. Baehr's publicly expressed view, "the rights and interests of the labor man will be protected and cared for not by the labor agitators but by the Christian men to whom God in His infinite wisdom has given the control of the property interests of the country and upon the successful management on which so much depends." Such an attitude did not leave much room for flexibility in developing more equitable labor-management relationships.

Yet not all of the news was of strike and struggle. By 1904, the AFL could claim a membership in its affiliated unions of nearly 1,700,000 members. Ten years later, at the eve of World War I, it had climbed to about 2 million.

There were, furthermore, important legislative accomplishments. Congress, at the urging of the AFL, created a separate U.S. Department of Labor with a legislative mandate to protect and extend the rights of wage earners. A Children's Bureau, with a major concern to protect the victims of job exploitation, was

Women In the Unions

A noteworthy event in the labor movement of the early 1900s was the creation of the Women's Trade Union League, to help educate women workers about the advantages of union membership, to support their demands for better working conditions, and to acquaint the public with the serious exploitation of the rising number of women workers, many of them in "home industries" or industrial sweatshops.

It was founded by Mary O'Sullivan, a bindery worker who became the first woman organizer employed by the AFL; Jane Addams, the noted social worker and founder of Chicago's Hull House; Mary Kehew, a Boston philanthropist, and women who were officials in the unions of the garment and textile industries.

For much of its first century, the labor movement was—in huge majority—composed of men. Except in a few occupations—clerical work and the garment, textile, retail and hotel industries—the labor force was essentially male.

Since World War II, however, women have moved increasingly into new occupations and larger numbers of women have become full-time wage earners. As more and more women went to work, their union membership climbed, passing 7 million in 1980.

In 1984, two women were serving on the AFL-CIO Executive Council as federation vice presidents. Women also head a major AFL-CIO staff department and a national affiliate, while others hold offices of increasing responsibility in their unions.

created. The LaFollette Seaman's Act required urgently needed improvements in the working conditions on ships of the U.S. merchant marine. Of crucial importance, the Clayton Act of 1914 made explicit the legal concept that "the labor of a human being is not a commodity or article of commerce" and hence not subject to the kind of Sherman Act provisions which had been the issue in the Danbury Hatters case. The act gave a legal basis in the federal jurisdiction to strikes and boycotts and peaceful picketing, and dramatically limited the use of injunctions in labor disputes. Little wonder that AFL President Gompers hailed the Clayton Act as a "magna carta," probably not foreseeing that future court decisions and interpretations would seriously undermine the power of the language of the law.

The Adamson Act passed by Congress in 1916 concerning work hours on the railroads was an important milestone in the decades-long effort to achieve the 8-hour day, an objective of the Federation of Organized Trades and Labor Unions in 1884 and of many subsequent strikes. The 10-hour day—an improvement in its era—was introduced for federal government employees in 1840, but it took until the early years of the 20th century before the 8-hour work day became broadly accepted in the private sector, particularly in the printing and building trades. The mass production industries and the railroads continued their refusal to grant it.

The Adamson Act brought the shorter work day to railroad employees. It came in other industries through the impact of strikes, collective bargaining, state laws and two federal statutes: the Public Contracts Act in 1936, requiring contractors on government jobs to observe the 8-hour day, and the Fair Labor Standards Act of 1938 which provided a maximum work week for employers in interstate commerce —first a maximum of 44 hours and, after two years, 40 hours a week.

Wartime Gains and Post-War Challenges

When the United States entered World War I in April 1917, the AFL under President Gompers' leadership worked in close cooperation with President Wilson to ensure industrial peace and a steady flow of military equipment and armaments for the American Expeditionary Force in Europe. As head of the War Committee on Labor and member of the Council for National Defense, Gompers and the unions he represented played an increasingly important role in national affairs. A wartime disputes board helped avoid strikes and maintain production; it had the support and cooperation of the labor movement. With the vast expansion of production for military and civilian needs, unions grew rapidly during the wartime years.

A symbolic recognition of labor's new status was President Wilson's visit to Buffalo in 1917 to address the annual AFL convention—the first time a President had made such an appearance. In succeeding Administrations most Presidents, Republican and Democratic alike, spoke to the labor conventions.

One effort in which Gompers worked hard and successfully was for the creation of the International Labor Organization, an inter-governmental body headquartered in Geneva, with government, labor and employer delegates and advisers, to discuss international problems directly affecting workers and to seek the elevation of work standards and the rights of workers in every country. The ILO was established under the Treaty of Versailles that followed World War I. Although the U.S. Senate finally refused to ratify the treaty, the American labor movement played an important role in ILO affairs beginning in 1934, and more intensely after World War II when the ILO became a specialized international agency of the United Nations.

During the years following World War I, however, the labor movement suffered setbacks and difficulties.

While AFL membership had reached almost 4 million by 1919, the postwar reaction from employers and their allies was swift and predictable. Elbert Gary, head of U.S. Steel (the company bestowed his name on the Indiana city), refused to meet with striking workers. The AFL endorsed and supported a strike of steel workers committed to such objectives as the end of the 12-hour day, the dismantlement of company-dominated "unions," collective bargaining and wage increases. Using massive propaganda which sought to depict the strike as "unpatriotic," plus such time-tested favorites as strikebreakers, spies, armed guards and cooperative police departments, "Big Steel" finally wore down the strikers, and they were forced to return to work early in 1920 under the old conditions.

Both the steel strike and an early post-war meat packing strike found employers—not for the first time nor the last—importing blacks from southern rural areas and Mexican peasants in order to serve as strikebreakers, usually without advance knowledge of that fact until they had to face the ordeal of being escorted through hostile picket lines. These random events, however, did not prevent the labor movement from playing a role of support for future civil rights activities and legislation.

The "Roaring Twenties," nostalgically depicted in some movies and musical comedies as an era of unbounded prosperity and champagne-induced gaiety, fell a good deal short of those marks for most American working people. Throughout the decade, unemployment rose, quietly, almost anonymously. It was a time of considerable hardship for many of the unemployed, long before the days of unemployment insurance or supplementary benefits.

The postwar depression brought wages down sharply and caused major erosion of union membership—a loss of about a million members in the years from 1920 to 1923. The difficulties were multiplied by

Labor's interest in international solidarity goes back a long way. AFL President Sam Gompers, third from left, goes bike-riding in England with friends from the British Trades Union Congress. An AFL-CIO poster of the 1950s stresses across-the-border friendships.

the decision of the National Association of Manufacturers and other anti-union "open shop" groups to wipe out or seriously diminish the status of American unions. The fear of "Bolsheviks," often hysterical, that was nurtured by the Russian communist revolution was used gleefully by the anti-union forces. As early as 1913, President John Kirby of the NAM had decided the trade union movement was "an un-American, illegal and infamous conspiracy." As the Senate Civil Liberties Committee, headed by Sen. Robert LaFollette Jr., reported years later, such demands as "union recognition, shorter hours, higher wages, regulation of child labor and the hours and wages of women and children in industry" came to be seen—under the influence of the NAM-sponsored 'American Plan' —as aspects of the alleged communist revolution from which the anti-labor employers wanted to save the nation. Strikebreaking, blacklisting and vigilanteeism became, for a time, acceptable aspects of this new and spurious brand of patriotism.

The "yellow dog contract," which workers had to

From Murdered Miners To Shiny Dimes

One chapter of the history of early-century industrial conflicts involved John D. Rockefeller, the first tycoon of the age of energy and the creator of the Standard Oil complex of corporations.

Rockefeller controlled the Colorado Fuel & Iron Corporation, whose coal miners went on strike in 1914. With their families, they were promptly evicted from company-owned homes in Ludlow, Colo.

They moved into a cluster of tents, around which National Guard soldiers took positions and at night occasionally fired their rifles into the colony. To protect the children, the miners dug a cave under the largest tent. But on Easter night 1914, company-hired gunmen and some of the National Guard poured oil over the strikers' tents and set them on fire.

As the frantic miners and their families ran for safety in the night, they were machine-gunned. Some escaped, some were wounded and 13 children and a pregnant woman in the recently dug cave all died—some with gun wounds, some from suffocation.

The nationwide protest against the killings on Rockefeller property were immediate and long sustained. Eventually, it led Rockefeller, the nation's first billionaire, to hire Ivy Lee, an early public relations man, to repair John D.'s sullied reputation.

Even as an old man, Rockefeller continued to hand out shiny new dimes to little children in the effort to erase the Ludlow image—but among the miners and workers in many other unions, the memory of Ludlow persists like an endless bad dream.

sign in order to get a job, bound them never to join a union; at the same time, the corporations promoted employee representation plans or company unions—pale and generally useless imitations of the real thing.

In 1924, faced with continual attacks and decisions by the Republican and Democratic parties to present the voters with the very limited choice between President Coolidge, a laissez faire conservative, and John W. Davis, a corporation lawyer, the AFL voted to support "neither of the above" but to make an endorsement for the first time in a presidential election. Senator LaFollette of Wisconsin, an old line friend of labor and the farmers, ran on the Progress Party ticket with strong AFL backing. He drew an impressive 17 percent of the total vote.

That same year, Samuel Gompers died, leaving a heritage of admiration and respect and a philosophy of trade unionism that still today underlies much of labor's thinking. His successor was William Green, who guided the destinies of the Federation until his death in 1952. Green, born in Coshocton, Ohio, in 1873, left school to become a coal miner, joined the union, and served as Mine Workers secretary treasurer for a dozen years before being elected AFL president. An earnest and dedicated trade unionist, Green presided over the AFL with calm dignity during a difficult period—the depression years and the years of the division of the labor movement.

The decade of the 1920s drifted on a downhill course for the labor movement. Virulent anti-unionism, the steady, creeping ascent of unemployment, and the complacent political climate engendered by the Hoover Administration had a decidedly negative effect on the fortunes of the AFL, its unions and America's working men and women in every part of the country, in every sector of the economy.

Depression, War and A Labor Schism Healed

December 1931—the 50th anniversary of the creation of the modern labor movement—found America and much of the world sliding down the much steeper slope of a cataclysmic economic depression. Business enterprises failed by the thousands, production plummeted, unemployment went through the roof. By 1932, when Franklin D. Roosevelt was elected President, the American economy was in chaos—and the American trade union movement was but a ghost of its former strength and numbers.

Roosevelt, taking the leadership of the all but paralyzed nation on March 4, 1933, undertook a number of programs designed to recharge the economy, feed the unemployed and restore confidence. At his urging, Congress passed the National Recovery Administration; the NRA's Section 7a specifically placed on the statute books the right of unions to exist and to negotiate with employers. Although it had no real enforcement powers, Section 7a was seen by millions of workers as a green light—if not a government invitation—to join a union.

Many AFL unions took quick advantage of the new atmosphere and soon began to register spectacular gains in membership. Some issued leaflets suggesting that "President Roosevelt wants you to join the union."

The Supreme Court soon declared NRA unconstitutional, and Section 7a was no more. Under the leadership of Senator Robert F. Wagner of New York, Congress in 1936 enacted the National Labor Relations Act—known as the Wagner Act. It went beyond "7a" to establish a legal basis for unions; set collective bargaining as a matter of national policy required by the law; provided for secret ballot elections for the choosing of unions; and protected union members from employer intimidation and coercion. That law, as amended in 1947 by the Taft-Hartley Act and in 1959 by the Landrum Griffin Act, is still in force.

The surge in union membership in the early years

Unemployed workers' rallies and sitdown strikes (above) marked the Depression, followed by labor's war efforts —symbolized by Rosie the Riveter (far left) and an AFL visit with President Roosevelt.

of the New Deal, and the potential for organizing the important non-union mass production industries like steel, automobile, rubber, textile and others, led directly to the most serious schism in the history of the modern labor movement. Heads of a number of the industrial unions in the AFL, led by John L. Lewis of the Mine Workers, called upon the AFL to finance and support big organizing campaigns in the non-union industries on a basis that all the workers in each industry would belong to one industrial, or "vertical," union. Most of the leaders of the AFL unions presided over craft, or "horizontal" unions, and they maintained that employees of the same skills or crafts in the unorganized industries should sooner or later belong to their organizations.

In November 1935, Lewis announced the creation of the CIO—the Committee for Industrial Organization—composed of about a dozen leaders of AFL unions, to carry on the effort for industrial unionism. Lewis, born in Iowa in 1880 of Welsh immigrant parents, went to work in the coal mines and became president of the Mine Workers in 1920. An orator of remarkable virtuosity, Lewis voiced increasingly bitter attacks on his colleagues on the AFL Executive Council; his words helped speed the break. In 1936, the various CIO unions were expelled from the Federation—because, said Lewis, they favored industrial unionism; because, said AFL President Green, they had flouted procedures and rules of the AFL. In 1938 the CIO held its first constitutional convention and became the Congress of Industrial Organizations.

In any event, the CIO began a remarkably successful series of organizing campaigns—and in rapid succession, over the next few years, brought industrial unionism to large sectors of basic American industry. After U.S. Steel signed with the CIO Steel Workers in the spring of 1937, major organizing efforts brought, during the next few years, first signed agreements—most frequently after strike action—with major corporations in the steel, auto, rubber, glass, maritime, meat packing and other mass production industries. At the same time the unions remaining in the AFL registered even more substantial gains in membership.

The growth in union strength of both the AFL and CIO throughout the period, coupled with Roosevelt's domestic program, led to passage of a number of national social programs long advocated by the labor movement: among them, the national social security program, unemployment compensation, workers' compensation, and a federal minimum wage-hour law (the original minimum hourly pay set by the 1938 statute was 25 cents an hour).

During World War II, the AFL and CIO, while preserving areas of disagreement, began to find more substantial bases for working together on problems affecting all workers. Philip Murray, who succeeded Lewis as president of the CIO, and AFL President Green served jointly and cooperatively on a number of government commissions involved in the war effort. Murray, born in Scotland in 1886, came as a boy to the coal fields of western Pennsylvania, and through his negotiating talents and oratorical ability rose

through the Mine Workers ranks to vice president. Murray headed the CIO's Steel Workers Organizing Committee in 1936, and in 1942 he was elected president of the new United Steelworkers, a position he retained while serving as head of the CIO.

In 1952, Murray died, and was succeeded by Walter P. Reuther of the United Automobile Workers. Reuther, born in 1907 as one of four sons of a socialist brewery worker in Wheeling, W.Va., moved to Detroit during the depression and became a skilled worker in the auto industry. He was one of the prime organizers of the Auto Workers and after World War II won a closely contested battle for the UAW presidency, a post he held until his death in an airplane crash in 1970. Just a few weeks after Murray's death, William Green died, and was succeeded by George Meany, the AFL secretary-treasurer. Many of the old antagonisms had died out, many of the old issues had been resolved, and the stage was set for merger of the two labor groups. They were reunited into the AFL-CIO at a convention in New York opening on Dec. 5, 1955.

George Meany was unanimously elected president of the merged labor federation, and a new chapter opened for the American labor movement. Meany, born in the Bronx, N.Y., in 1894, followed his father's footsteps as a plumber, became active in his local union, and was elected president of the New York State Federation of Labor in 1934. On the basis of a brilliant record of helping win enactment of state labor and social legislation, he was elected AFL secretary-treasurer, to fill a vacancy, in 1939.

The AFL-CIO Years

George Meany's commitment to "the traditional objectives of the labor movement" was expanded in his role as AFL-CIO president, to include labor's "full contribution to the welfare of our neighbors, to the communities in which we live, and to the nation as a whole." In the 25 years after the merger, a number of important issues and trends emerged; they embrace both the tradition or improving working conditions and a new emphasis on issues involved in local, state, national and international affairs.

While labor's interest in politics was by no means new, the development of COPE—the AFL-CIO's Committee on Political Education—brought to labor a more efficient and practical means of achieving these three goals: (1) To make workers aware of the records and promises of the candidates running for public office. (2) To encourage workers to register and to vote. (3) To endorse candidates at local, state and national levels.

The AFL-CIO merger and its accompanying agreements brought about the virtual elimination of jurisdictional disputes between unions that had plagued the labor movement and alienated public sympathy in earlier years. The unions placed a new priority on organizing workers in areas, industries and plants where no effective system of labor representation yet existed. In many cases, it meant crossing the barriers of old thinking and tired methods to reach the employees of companies which for years had resisted unions.

A major phenomenon of this period was the rapid growth of unions of government employees—federal, state and local. For many decades, postal employees, teachers, the fire fighters, and building and metal trades workers in some federal installations represented about the only substantially unionized part of public sector employment. With increasing economic pressures, more public employees turned to unions—a trend spurred on by such developments as an Executive Order by President Kennedy in 1962 underscoring the right of federal employees to join unions and negotiate on many issues, and by various statutes in the states and cities providing for various forms of collective bargaining with their personnel.

Throughout the years after World War II, women

American workers and their unions reached a milestone in the merger of the AFL and CIO (far left) in 1955. In the quarter-century since then, some of the jobs those union workers did changed dramatically—and others remained the same.

On the Farm: Workers Seek Equality

The generally unenviable plight of agricultural workers has for many decades been a thorn in the American social conscience. Large numbers of migrant farm workers—most of them blacks or Hispanics from the South and the Southwest, as well as workers who have entered the country either on temporary work passes or illegally from the Caribbean and Mexico—have been excluded from the legal protections afforded to most workers in industry and commerce.

Suffering from low pay, abominable temporary housing, lack of access to decent schools for their children, and often deprived of adequate medical care or safety protection measures, the migrant farm workers have been too often the "forgotten people" of the American economy.

In recent years, the Farm Workers union—in the face of great difficulties—has been able to organize some of them, principally in California, and bring them the benefits of collective bargaining.

Public response, in the form of consumer boycotts of grapes and lettuce at various times, has helped their cause. The beginnings of legislation, both federal and state, and attention to their plight in the press and on television, have brought some relief to the farm workers. But much remains to be done.

entered the workforce in ever increasing numbers, and especially significant was their entry into "nontraditional" occupations. A long sought objective—equal pay for equal work—was passed by Congress in 1963, prohibiting economic discrimination on the basis of sex.

Five years later, the Age Discrimination Act was passed to assist persons in the older brackets of the workforce.

The Civil Rights Act of 1964, strongly supported by the AFL-CIO, was a significant forward step toward equal rights for blacks and other minorities, at the workplace and in the community. President Johnson, in signing the act into law, acknowledged that it could not have happened without the affirmative support of the AFL-CIO.

The Civil Rights Act could trace its legislative history back to the days of World War II, when A. Philip Randolph, president of the AFL Sleeping Car Porters, persuaded President Roosevelt to issue an Executive Order establishing a Fair Employment Practices Commission. Randolph, a brilliant union officer and civil rights champion, managed to convince FDR that governmental action to stop discrimination in hiring and promotion was essential to the wartime production effort.

The words of Dr. Martin Luther King Jr. illustrate the common bonds among labor, blacks, Hispanics and other minority groups: "Our needs are identical with labor's needs—decent wages, fair working conditions, livable housing, old age security, health and welfare measures, conditions in which families can grow, have education for their children and respect in the community."

Throughout these years, the AFL-CIO was forced to resist various efforts to limit the rights of unions. The so-called "right-to-work" bills, which in fact were aimed at outlawing contract language providing union security, arose in many states. In Congress there were continued efforts to expand the Hobbs Act to make every picket-line scuffle or act of violence

a federal case, even though they are currently covered by state and local laws.

The increasing interest in safety on the job, heightened by the introduction of new and potentially dangerous materials used in a wide variety of industries, gave rise to labor's intensive support for a federal Occupational Safety and Health Act, which became law in 1970. Specifically, the act authorized the Secretary of Labor to establish health and safety standards, to enforce them, and to listen to employees' legitimate complaints about conditions at the workplace.

Full employment was and continues to be a first-rank concern of the AFL-CIO, with its vivid recollection of past unemployment. The unions have kept insisting that whoever is able and willing to work should not be denied this opportunity. The full employment concept was endorsed by labor in its successful drive for passage of the Employment Act of 1946, which had the support of President Truman. The Humphrey-Hawkins Act of 1978 re-expressed the need to direct full attention to the problem of unemployment in the United States.

Recognition that workers have interests as consumers as well as producers has been apparent in the labor movement for many decades. Unions have played an active role in the formation of consumer cooperatives, and at both national and local levels have worked with other citizen groups for the enactment of various forms of consumer protection legislation. At the same time unions have voiced concern that apparent "bargains" of goods imported from low-wage countries may in fact be of inferior quality or workmanship and thus, in the long run, more expensive for the consumer. In recent years, there has been a vast increase in imported manufactured goods—often produced by corporations directly or indirectly related to American conglomerate companies—and the AFL-CIO has called for a revitalization of American manufacturing industries.

The strengthening of free unions throughout the world is another ongoing objective of the AFL-CIO. Special agencies functioning within the framework of the AFL-CIO carry out many of labor's efforts to move toward this goal, which was constantly expressed by George Meany: to build strong, free, noncommunist unions in the democratic societies of the free world and to resist all forms of tyranny and political repression. In fact, resistance to domination of workers and their organizations by governments or by political parties, or the control of unions by right-wing or left-wing extremist groups, has been a constant theme of American labor during the entire post-war period.

As the federal government broadened its range of social and economic programs from the 1930s onward, trade union interests also expanded. To meet its responsibilities to its members and as "the people's lobby," the AFL-CIO maintains a staff of experienced professionals in the fields of law, education, legislation, research, social and community services, civil rights and allied disciplines.

In addition groups of unions have developed autonomous departments of the AFL-CIO to meet specialized needs. The first of these, the Building and Construction Trades, was set up back in 1916. The Industrial Union Department was created in the AFL-CIO merger agreement. Other departments include the Union Label & Service Trades, Maritime Trades, Metal Trades, Food & Beverage, Professional Employees and Public Employees.

The George Meany Center for Labor Studies, established in 1969, plays an increasingly important role in training labor union staff and officials through a range of courses from techniques of collective bargaining to labor law institutes.

Meany retired at the AFL-CIO convention in 1979, at the age of 85; he nominated Lane Kirkland as his successor, and Thomas R. Donahue was elected secretary-treasurer. Kirkland, born in South Carolina in 1922, had been a merchant marine officer during World War II, and became a member of the Master, Mates & Pilots Union. He joined the staff of the AFL in the post-war years; filled a number of increasingly responsible positions, including that of executive assistant to Meany; and was elected secretary-treasurer of the Federation in 1969. Donahue, born in New York in 1928, served in many capacities for the Service Employees Union, both with its Local 32B in New York and as vice president of the international union. He was named in 1973 as executive assistant to Meany.

Under their leadership, the base of organized labor's effectiveness has remained firmly cemented in the unity and enthusiasm of its members. Grassroots strength and commitment were highlighted by an unprecedented "Solidarity Day" demonstration that drew more than 400,000 union members to Washington, D.C., in 1981.

The AFL-CIO also is confronting the challenges posed by revolutionary changes in the nature of work and the composition of the workforce. In 1985 the federation issued a landmark report, "The Changing Situation of Workers and Their Unions," with specific recommendations aimed at bringing about a "resurgence" of the labor movement.

Among the early products of these recommendations is an office of Comprehensive Organizing Strategies and Tactics to help affiliates develop innovative approaches to organizing. Also being explored are new concepts of benefits and services to members beyond those traditionally achieved through collective bargaining, such as a low-interest-rate credit card and supplementary health and life insurance.

Thus, the AFL-CIO continues to demonstrate the resiliency and the ability to adapt to change that have marked the American labor movement for more than 100 years.

Adapted from March 1981
AFL-CIO AMERICAN FEDERATIONIST

Lesson Guide

A Short History of American Labor

Lesson Guide

This guide has been prepared for use with "A Short History of American Labor," a reprint from the March 1981 *AFL-CIO AMERICAN FEDERATIONIST*, which is available from the Pamphlet Division, AFL-CIO, 815 16th Street, N.W., Washington, D.C., 20006.

The article can be used to supplement textbooks or other classroom materials in units relating to the study of labor's role in American history. Teachers are urged to write to the AFL-CIO Education Department for further suggestions on teaching about labor.

This guide includes goals, objectives, key concepts, terms, people, events, and legislation found in the article. Also included is a list of questions for inquiry and discussion about material contained in the article.

Goals

1. To develop an understanding and appreciation of the historic struggle of American workers to organize unions, bargain collectively and pass laws beneficial to the interests of all workers.

2. To develop an appreciation for the dignity and worth of the individual.

3. To develop an appreciation for the intelligent and responsible sharing of power in order to attain justice.

4. To develop a respect for individuals to widen and deepen their ability to live more richly.

Objectives

Given relevant facts about the history of the American labor movement contained in the article "A Short History of American Labor," the student will be able to:

1. TRACE the early steps of American workers to form unions.

2. DESCRIBE the response employers had to the efforts of workers to unionize throughout American history and STATE a hypothesis with respect to the response.

3. COMPARE and CONTRAST the structure, goals, and activities of the Knights of Labor, American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations.

4. DESCRIBE the role the three branches of American government played during labor-management conflicts throughout American history and STATE a hypothesis with respect to that role.

5. DEFINE the key terms contained in the article.

6. IDENTIFY the key people in the article and STATE the contributions of each.

7. IDENTIFY the key legislation referred to in the article and EXPLAIN the significance of each law.

8. IDENTIFY the major labor-management conflicts referred to in the article and COMPARE the elements they have in common and those unique to each.

9. LIST the major legislative goals of the American labor movement and EXPLAIN the purpose of each.

10. IDENTIFY and CONTRAST those factors which have retarded the development of the American labor movement.

11. IDENTIFY AND CONTRAST those factors which have promoted the development of the American labor movement.

12. STATE the goals of the American labor movement regarding the development and growth of free unions throughout the world.

13. STATE a hypothesis about the future of the American labor movement.

Key Concepts

Unity, struggle, organizing, bargaining, movement, representation, autonomy, power, violence, conflict, jurisdiction, workforce, weapon, compensation, discrimination, conspiracy, and merger.

Key Terms

Union, collective bargaining, grievance, arbitration, "blue collar," "white collar," "grey collar," representation election, "new right," guilds, strike, federation, child labor, apprentice system, skilled trades, affiliated union, union-busting, injunction, "unfair list," secondary boycott, "informational picketing," feminist movement, sweatshop, company-union, open-shop, American Plan, strikebreaking, blacklisting, vigilanteeism, "yellow-dog contract," industrial union, craft union, social security, unemployment compensation, workers' compensation, minimum wage, "right-to-work," consumer protection, and "people's lobby."

Key People

Samuel Gompers, Peter J. McGuire, Henry C. Frick, Eugene V. Debs, Frances Perkins, William Green, Franklin D. Roosevelt, Robert F. Wagner, John L. Lewis, Philip Murray, Walter Reuther, George Meany, A. Philip Randolph, Lane Kirkland, and Thomas Donohue.

Key Events

The Haymarket Square Incident, Homestead Strike, Pullman Strike, 1902 Coal Strike, "The Uprising of the Twenty Thousand," The Triangle Shirtwaist Fire, The Lawrence Strike, Steel Strike of 1919, and the AFL-CIO merger.

Key Legislation

Sherman Anti-trust Act, Adamson Act, Clayton Act, Fair Labor Standards Act of 1938, Wagner Act, Taft-Hartley Act, Landrum-Griffin Act, Civil Rights Act of 1964, and the Occupational Safety and Health Act of 1970.

Questions For Inquiry And Discussion

1. What workers formed the earliest unions and why did they form them?

2. How did the Knights of Labor, American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations differ? How were they similar?

3. What was the Haymarket Square Incident? What effect did it have on the labor movement at the time?

4. How were the Homestead Strike, the Pullman Strike and the Lawrence Strike similar? How did they differ?

5. What weapons have historically been used by management? by labor? Are there any you consider unfair or ineffective? Why?

6. What role did women play in the labor movement in the early 1900s?

7. What legislative goals has the labor movement historically fought for? How successful have they been? Who has benefited from their legislative victories? Why is the AFL-CIO called the "People's Lobby?"

8. What gains did the labor movement make during the 1930s? Why?

9. What factors led to the merger of the AFL and CIO in 1955?

10. What is COPE? What are its goals?

11. What role did the AFL-CIO play in the passage of the Civil Rights Act of 1964? What does this tell you about the goals of the AFL-CIO?

12. What are some of the current issues facing organized labor?

13. State a generalization about the history of the American labor movement for each of the following areas:

    A. Employers' response to unionism
    B. Role of the government during labor-management conflicts
    C. Labor's legislative goals

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AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS

815 16th Street, N.W., Washington, D.C. 20006

LANE KIRKLAND, President — THOMAS R. DONAHUE, Secretary-Treasurer

LABOR FILMS AND VIDEOTAPES
For Use in Elementary and Secondary Schools

THE INHERITANCE

Produced by the Amalgamated Clothing Workers of America.
55 minutes. 1964. Rental $10.

With a sweeping look at the 20th century, this film traces the long, bitter struggle of workers against economic exploitation. It portrays the mass demonstrations, picketing, sit-ins, the violence and death which occurred before the conflict was resolved in the legislative halls and across the bargaining tables.

WITH THESE HANDS

Produced by the International Ladies' Garment Workers.
50 minutes. 1950. Rental $5.

The early history of the garment workers is seen through the eyes of a cloak maker who lived through the bitter strikes for union recognition, the tragic Triangle Waist Company fire, and the struggle to resist Communist domination of the union. As he looks back, this rank and file member counts the gains which the union has brought in job security, better living conditions, pension, health and medical care.

BULLET BARGAINING AT LUDLOW

Produced by KOA Radio-TV, Denver.
23 minutes. 1965. Rental $5.

The Ludlow massacre symbolizes a violent period in labor history when for nearly half a century the big corporations refused to yield any portion of their total authority over workers. This TV documentary tells the story of the bloody fight between the Rockefeller-owned Colorado Fuel and Iron Company and the United Mine Workers in 1913.

A TIME OF CHALLENGE

Produced by the AFL-CIO.
27 minutes. 1981. Rental $5.
Also available with Spanish soundtrack.

Commemorating the 100th anniversary of the founding of the labor federation, this film combines a look at the past with a look at unions today. There are some exceptional photographs and historic film footage portraying the founding of the AFL in 1881 and 1886, early union leaders, and strikes which played a part in the long struggle for economic and social justice. Interviews with union members today reveal how they feel about their unions and the problems they face in the 1980s.

Write to the AFL-CIO Department of Education to rent any of the above films and videotapes. Give a specific date on which you plan to use them. Films and videotapes must be returned the day following your film showing. Ask for a free copy of the AFL-CIO film and videotape catalogue.

AFL-CIO Department of Education
815 16th Street, N.W., Washington, D.C. 20006

REFLECTIONS: GEORGE MEANY

Produced by the International Communications Agency.
52 minutes. 1979. Rental $5.

More than a half century of labor history unfolds in this relaxed, intimate conversation with George Meany as he reflects on his lifetime of service to American workers. This film combines in-depth interviews with Meany along with documentary footage, photographs and cartoons.

MILES OF SMILES, YEARS OF STRUGGLE

Produced by Paul Wagner.
59 minutes. 1982. Rental $5.

More than a history of the Brotherhood of Sleeping Car Porters, this social documentary records the life of Pullman porters from early 1920s to the present day. Members of the union tell us what their jobs meant to them, how they organized the union, the pride they took in their job, and their status in the black community because of their work. This intimate look into the social history of black railroad workers is narrated by Rosina Tucker, the wife of a union activist who helped build the union and, at 100 years of age, is proud to tell their story.

THE LIFE AND TIMES OF ROSIE THE RIVETER

Produced by Connie Field.
60 minutes. 1980. Rental $10.

As men went off to war in 1941 and 1942, women were recruited for industrial jobs which had previously been closed to them. They were offered training and assured that they could do "men's work" and it was their patriotic duty to help the war effort. In this documentary film, five women talk about their experiences in the factories that built tanks, ships and bombers and what happened to them after the war was over and the men came back to claim these jobs.

WITH BABIES AND BANNERS

Produced by the Women's Labor History Film Project.
45 minutes. 1978. Rental $10.

The General Motors sitdown strike in 1937 touched off a wave of union militancy across the nation. The significant role that women played in winning this historic strike is told in this documentary film. Nine women who were leaders of the Women's Emergency Brigade tell their story with flashbacks using documentary footage of the strike. The film portrays the everyday life of working women during the 1930's, the problems they faced at home, on the job and in the union.

THE SKY'S THE LIMIT

Produced by the U.S. Department of Labor.
15 minutes. 1978. Rental $5.

Women are joining the ranks of apprentices in every craft from electrician to machinist and operating engineer. In this film women talk about why they are entering nontraditional jobs, the problems they encounter and the advantages resulting from this training.

LAMPS IN THE WORKPLACE

Produced by the U.S. Department of Labor.
25 minutes. 1973. Rental $5.

Union ballads tell of the long hours worked under miserable and dangerous conditions and how workers changed this picture through organizing and using their power to get protective laws passed. This film discusses some of the major laws protecting workers on the job, how laws are enforced by government inspectors and procedure for reporting violations of the law.

ACHIEVEMENT AND CHALLENGE

Produced by the AFL-CIO.
12 minutes. 1981. Rental $5.

Produced for the centennial celebration, this 12-minute film briefly reviews the history of unions in the United States. It includes historic photographs and lively music with a voice-over narration. Films are available on 16mm film, filmstrip and 3/4" videocassette. Please be sure to indicate which format you wish to receive.

WE DIDN'T WANT IT TO HAPPEN THIS WAY

Produced by the International Association of Machinists.
30 minutes. 1979. Rental $5.

When a multinational corporation moves its production overseas, what happens to the workers and the community left behind? In this film, workers in the Zenith Corporation are interviewed after the corporation announced that they were moving production to Mexico and Taiwan. The film portrays the personal tragedy experienced by the workers.

LOST AND FOUND

Produced by the U.S. Department of Labor.
27 minutes. 1971. Rental $5.

This film follows the progress of five young men who had little hope of finding a job before they entered Job Corps training programs for individual counseling and a program combining on-the-job training and classroom sessions. Training programs for disadvantaged youth have been conducted by AFL-CIO building trades unions at Job Corps Centers around the country.

THE APPRENTICE

Produced by the U.S. Department of Labor.
30 minutes. 1978. Rental $5.

What is an apprenticeable occupation? How do you get to be an apprentice? This film defines the special relationship between the apprentice and the journeyman, the emphasis on quality and pride of craftsmanship and the rewards that result from this careful training. The film is particularly useful for young people seeking information about career possibilities.

VOICES OF A UNION

Produced by the Bakery, Confectionery & Tobacco Workers International Union.
20 minutes. 1982. Rental $5.

This film presents a colorful profile of a union showing the many kinds of work union members do and the various services that the union performs for its membership. The film can be used in schools to give students information on the world of work and the role the union plays in representing its members through grievance procedure, bargaining, education, and other activities.

MOUSELAND

Produced by the Canadian Labor Congress.
6 minutes. 1980. Rental $5.

This short film presents a fable about a land were mice always elect cats to govern them, only to find that the cats always improve conditions for the cats at the expense of the mice. After electing a wide variety of cats, one mouse suggests that they need to elect mice to govern mice and he is branded a radical, a Communist, and is put in jail. This short film illustrates a speech that was given by the leader of the new Democratic Party in Canada. It is being widely used in union political action institutes in this country.

ORGANIZING: THE ROAD TO DIGNITY

Produced by United Food & Commercial Workers Union.
40 minutes. 1984. Rental $5.
Available on 3/4" U-Matic and 1/2" VHS.

The law guarantees workers the right to organize and be represented by a union in collective bargaining with their employer. But how does the organizing procedure take place and why? This videotape describes the beginning of an organizing drive with union advocates trying to persuade other workers to join the union, followed by the signing of cards and the election, and finally bargaining for a contract. This is an excellent program for use in the schools to build a better understanding of unions.

AMERICA WORKS: TOXICS IN THE WORKPLACE

Produced by Labor Institute of Public Affairs.
23 minutes. 1983. Rental $5.
Available on 3/4" U-Matic.

An electrical worker takes on the Massachusetts Legislature over "Right-to-Know" legislation, which calls for explicit labeling of chemicals in the workplace. Guests in the studio debate the rights of workers to be informed about the substances they work with.

AMERICA WORKS: PLANT CLOSINGS

Produced by Labor Institute of Public Affairs.
23 minutes. 1983. Rental $5.
Available on 3/4" U-Matic.

An autoworker fights for plant closing legislation in Indiana. Professor Barry Bluestone, co-author of "Deindustrialization of America", debates the issue with Richard Rahn, Chief Economist at the U.S. Chamber of Commerce.

EDUCATION UPDATE

AFL-CIO, 815 16th STREET, N.W., WASHINGTON, D.C. 20006 LANE KIRKLAND, President THOMAS R. DONAHUE, Secretary-Treasurer

PREPARED BY THE DEPARTMENT OF EDUCATION, DOROTHY SHIELDS, Director

May, 1985
Volume VIII, Number 3

IN THIS ISSUE ...

Those wishing to have their union sponsored and college labor workshops and conferences **for the second half of 1985** listed in the July issue of **Education Update** should fill out the form at the back of this issue and return it to the AFL-CIO Education Department **before June 15.** Page 16.

An AFL-CIO Labor-In-The-Schools taskforce is surveying union affiliates to find out where labor-in-the-schools projects are now being conducted. If you are involved in such projects, or know of similar programs, we would appreciate it if you would fill out the survey form in this issue and return it to the AFL-CIO Education Department. Page 13.

The AFL-CIO held a conference for archivists on **Documenting Labor In America: Cooperative Strategies,** (April 1-2, 1985) at the George Meany Center for Labor Studies. The speech delivered at the conference by James J. Kennedy, Executive Assistant to the AFL-CIO Secretary-Treasurer, for Secretary-Treasurer Thomas R. Donahue, is on page 10.

The American Library Association's 104th Annual Conference, to be held in Chicago on July 6-11, 1985, will have a number of programs and activities of interest to union members including a program sponsored by the AFL-CIO/ALA Joint Committee on Library Service to Labor Groups on **Libraries and Labor History.** Page 14.

WORKSHOPS & CONFERENCES

LABOR RELATIONS

The Institute of Industrial Relations, University of California, Berkeley, presented a one-day conference on May 1, 1985 about **New Trends In Labor Relations: Is Cooperation Possible?** Speakers included Thomas R. Donahue, Secretary-Treasurer, AFL-CIO. For more information call (415) 642-5452, Joan Lewis, Conference Coordinator.

LABOR CURRICULA REQUESTED

The National Center for Research in Vocational Education at The Ohio State University is currently conducting the following research study: **An Analysis of Selected Labor Studies Curricula and Courses of Study: Implications for Vocational/Technical Secondary Schools.** They would be most interested in receiving any materials developed by AFL-CIO internationals and college and university labor studies programs, particularly those items which are currently being used in secondary schools. Any materials should be directed to: Dr. Robert Bhaerman, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

VOCATIONAL EDUCATION

New publications from the National Center for Research in Vocational Education include: **The Long-Term Effects Of Vocational Education: Earnings, Employment, Education, And Aspirations,** (RD246 $4.25 per copy); and, **Addressing Vocational Training And Retraining Through Educational Technology: Policy Alternatives** (IN276 $5.75 per copy). For copies order from the National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, Ohio 43210-1090. (800) 848-4815.

LABOR EDUCATION & TRAINING

Organized Labor Education and Training Programs, by John R. MacKenzie, examines the role of organized labor in the United States in providing training and education for trade union members. The paper has sections on the trade union as an American institution; labor education and training in trade unions; and the role of educational institutions in providing labor education and training. Tuition aid programs are highlighted. This ERIC publication may be ordered from the National Center for Research in Vocational Education, Box E, 1960 Kenny Road, Columbus, Ohio 43210-1090 (ERIC Document Reproduction Service No. ED248-387; Order No. IN286 $5.50).

LABOR STUDIES & COMPUTERS

Indiana University's Division of Labor Studies (DLS) is developing new instructional approaches in the labor education arena which utilize and take advantage of microcomputers. The DLS recently entered into a cooperative venture with Zenith Data Systems (ZDS) for the development of computer-assisted instruction for union leaders. ZDS will furnish the Division of Labor Studies with microcomputers, supplies, and technical assistance to enable them to produce computer software specifically for the education of union officers and members on subjects such as collective bargaining and contract administration. The DLS will use Zenith micros to establish a training lab for training union officials.

LABOR STUDIES & COMPUTERS (continued)

This lab, the first of its kind in the country, will provide students the opportunity for intensive, specialized education in the use of microcomputers, and training in computer software applications for labor-management relations. Zenith computers used by the DLS are manufactured by members of United Steelworkers of America, Local #8850 at the Zenith Data Systems factory in St. Joseph, Michigan. Video display terminals for the computers are made by members of the International Brotherhood of Electrical Workers, Local #1453 at the Zenith Electronics factory in Springfield, Missouri. Contact: Lee Balliet, Director, IU, Institute for the Study of Labor in Society, Bloomington, Indiana 47405. (812) 335-9082.

Zenith Data Systems has offered a special discount program up to 37 percent on hardware and 47 percent on software for the AFL-CIO, its affiliates and departments. For further information call or write: Gary Rockenfield, Zenith Data Systems, 4438 Carver Woods Dr., Cincinnati, Ohio 45242. (513) 891-9511.

LABOR-IN-THE-SCHOOLS

What is a Union? is a twenty-three page hardcover book written for elementary school age children that briefly describes some of the historical reasons for the formation of the labor movement and the functions of modern day unions. It can be ordered from Rourke Publishing Group, P.O. Box 3328, Vero Beach, Florida 32964. (305) 465-4575 (#3-5704 $7.50 per copy).

LABOR & THE ARTS

The AFL-CIO Bloomington and Normal Trades and Labor Assembly (Illinois) has received a $400 grant from the McLean County Arts Council for a Labor and the Arts Festival (November 10, 1985). The central labor council plans to make the festival a day of celebration including music, a dedication of a new labor mural in the Laborers' Hall, and a photography exhibit. For information contact Mike Matejka, Bloomington and Normal Trades and Labor Assembly, P.O. Box 3248, Bloomington, Illinois 61701.

SCHOLARSHIP FUND MILESTONE

The Educational and Cultural Fund of the Electrical Industry distributes each year thirty scholarships worth $8,000 apiece to sons and daughters of Local 3, I.B.E.W. in New York City. On March 23, 1985, the Fund distributed the 1,000th scholarship at its thirty-seventh Annual Scholarship Breakfast. The Educational and Cultural Fund has awarded scholarships worth a total of $6 million.

ACTIVITIES OF INTEREST AT THE AMERICAN LIBRARY ASSOCIATION ANNUAL CONFERENCE

Libraries And Labor History

The American Library Association Annual Conference in Chicago will include a program on **Libraries And Labor History** sponsored by the AFL-CIO/ALA Joint Committee on Library Service to Labor Groups. **Libraries And Labor History** will be presented on **Tuesday, July 9, 1985, 9:30 a.m. - 12:30 p.m.,** in the Hyatt Regency Hotel. The program will include presentations on how to develop labor history collections including oral history programs. Presenters include: Debra Bernhardt, Tamiment Institute/Robert Wagner Archives, New York University, E. H. Bobst Library; Marvin Whiting, Archives of Alabama Labor, Birmingham Public Library; and, Jim Cavanaugh, State Historical Society of Wisconsin.

The AFL-CIO/ALA Joint Committee will also have an exhibit table at **The Hotel Continental** in the **Booktable and Small Press Exhibit section.** The exhibit table will include additional materials for librarians interested in developing or expanding labor history collections. The materials will be on display from **July 6-9, 1985.**

Library Union Taskforce

The ALA Library Union Taskforce will be presenting a program on **Sexual Harrassment - What It Is and What To Do About It** from 2-4 p.m., Saturday, July 6, 1985. Speakers include: Nicole Hollander, syndicated cartoonist and creator of "Sylvia", Cathy Collette, AFSCME, and Clare Oleson, attorney.

AFSCME, Local 1215 Reception

AFSCME, Local 1215 will host a reception for ALA participants on Monday, July 8, 1985 from 5:00 p.m. to midnight. The reception will be at Billie Goat's Tavern, one half block from the Central Library on lower Wacker Drive, and home of "Cheezborger-Cheezborger-Cheezborger. No Coke -- Pepsi!" Union members will be entitled to two free beers, courtesy of AFSCME, Local 1215.

Documenting Labor In America: Cooperative Strategies
A Working Conference

George Meany Center for Labor Studies
Silver Spring, Maryland
April 1-2, 1985

The conference for archivists at the George Meany Center included sessions on Labor Holdings, Inter-Institutional Cooperation, Documentation Strategies, and Where Do We Go From Here? At the reception given for conference participants during the evening of April 1, 1985, James J. Kennedy, Executive Assistant to the AFL-CIO Secretary-Treasurer, delivered an address for Secretary-Treasurer Thomas R. Donahue about the George Meany Memorial Archives scheduled to open August 1986.

This is sort of a premature coming-out party for the George Meany Memorial Archives. It will remain, quite literally, an underground operation for another year or so. But now that we are getting ready to bring it into the light of day, we wanted to do what we did back in 1980, before we planted it in the subcellar downtown. So this is our second "blue-ribbon" conference on how best to use this facility and what we can realistically expect it to do.

Sam Gompers, in his report to the 1914 convention of the AF of L, made what I think was the first serious proposal for a national historical research center for the labor movement. He made it sound somewhat simpler than it has turned out to be -- and quite a lot grander than it ever could be. What Gompers proposed was a library to be located in Washington that would become "a research center for students interested in the labor movement" and that "could be made a formulative power in all the educational world."

Labor needed such an institution, he said, because "those who control the sphere of thought control the most powerful forces in the lives of men. When the workers infuse their concepts, the principles educed from their experiences and their psychology into the world of study, instruction and intellectual productions, they secure a tremendously advantageous position for their cause, which is the cause of justice."

To carry out such a program, Gompers said, "two things present themselves as fundamental necessities -- money and cooperation." I wish he had been a little more specific about the money end, but he was very clear about the cooperation. His idea was to involve all of our state federations and central labor councils in a giant information-gathering effort. All of the material they collected would be forwarded to headquarters in Washington "so that the data there could be kept complete for the entire country."

He said, "No doubt, all labor organizations would contribute full sets of all their publications... Many of the members of organized labor and its friends have personal collections of historic value which they would gladly contribute to an institution that would care for them and use them for the cause."

Labor-In-The-Schools Survey

The AFL-CIO Labor-In-The-Schools taskforce is surveying union affiliates to determine where and what kind of labor-in-the-schools projects/programs exist. If you are involved in such a project or know of this kind of program we would greatly appreciate your filling out the survey questionnaire below and returning it prior to May 30, 1985 to Jim Auerbach, AFL-CIO Education Department, 815 16th Street, N. W., Washington, D.C. 20006.

A. **Name and Location of Program** _____

_____

B. **Type of Program** (e.g. Speakers Bureau, Course Curriculum, Traveling Exhibit for the Schools, Book Donations, Special Tours, etc.)

_____

_____

_____

C. **Source of Funding & Cost** _____

D. **Staff/Membership Time Involved** _____

E. **Which Schools Reached** _____

_____

F. **How Successful** _____

G. **How Long Has This Program Been in Existence** _____

H. **Contact Person**

Name: _____

Address: _____

_____

Phone: _____

Union: _____

Both locally and nationally, he said, labor should draw upon the "many agencies already organized for similar purposes with which cooperative relations could be established." The national AF of L would get in touch with the Libraries of Congress and the Labor Department and other government agencies and with all of the national historical and economic research associations. The central bodies would seek the cooperation of state historical societies and the "appropriate departments" of state and private universities. The universities, especially, were "a power with which labor can establish friendly cooperative relations," he said — "a power that has been too long left to organizations hostile to the best interests of the workers."

Properly approached, he believed, the universities would not only contribute to labor's historical and informational program, but would be inspired "to offer more courses of interest to students of labor questions and thereby disseminate more widely the principles and philosophy of organized labor. ... Labor could ask for and insist that the state university give extension courses in labor economics and history... Demands could be made upon university departments of literature for information and courses in labor literature and labor songs. Similar demands could be made upon art departments for courses in labor in art."

Since Gompers' day, libraries and universities have met heavy competition in "controlling the sphere of thought" and as the "most powerful forces" in the lives of men and women. With some shining exceptions, we haven't had much luck in getting the principles and philosophy of organized labor disseminated through the universities — or through other public or private institutions either, for that matter. We have had to create other instruments, such as Labor's Institute for Public Affairs, that Gompers didn't envision.

But at last, in the Meany Archives, in conjunction with the Meany Labor Studies Center, we have created the kind of instrument for research and scholarship that Gompers dreamed of. We have found he was dead right about those "fundamental necessities: money and cooperation." We will never have enough money to put the whole, comprehensive record of the American labor movement under one roof, so it is probably just as well that we no longer have any desire to try.

The 1959 AFL-CIO convention urged that all important union correspondence be preserved and properly maintained and deposited in "suitable institutions of learning." The 1977 convention, in deciding to establish what is now the Meany Archives, limited its mandate to housing the records of the AFL-CIO. We have come to see and acknowledge that labor's history is not made up of bits and pieces to be collected and assembled in any central workshop. The labor movement is deeply embedded in the life and history of every community in the land, and it should be studied in its proper context, among all the other strands of living history with which it is intertwined.

Reflecting that view, Lane Kirkland, who was then the federation's secretary-treasurer, wrote in 1979 to our state and local officers:

> "We believe that the official records of each state and local central body should be deposited in a responsible archival center or library in the general geographical area... (where) your history was made (so that) historians, researchers, students, union members and others who live in the area have the opportunity to learn of the contributions central bodies have made towards the progress and enrichment of their respective state or community."

When we ask for cooperation on behalf of the Meany Archives, the last thing we want is for anybody to bundle up what he or she has and send it to Washington. What we do ask is that every institution that has a labor collection, no matter how small, let us know about it so that we can tell serious students and researchers, as comprehensively as possible, what records exist, who has them and where they can be found.

As we see it, then, the Meany Archives has two basic tasks: to make its own collection as complete and comprehensive and as accessible as is humanly possible, and to be the most efficient and reliable switchboard of information that scholars can ask. We look forward to your suggestions on the best ways to go about these two jobs.

On the last page of his 1100-page autobiography, Sam Gompers ruefully admitted that what his book did not contain might well be as important, or even more important, than what it did. That, he said, was because "So much which exists in the archives of the labor movement and elsewhere for the time being baffles gathering and research." That situation was little improved for the half-century after Gompers' death, and we have paid dearly for it. As Lane Kirkland wrote in 1979:

> "Labor historians, researchers and students regrettably do not have available for ready reference and study the history of the growth and struggles of organized labor. With rare exceptions, the history of the labor movement has been misrepresented or almost completely ignored."

That's what this conference aims to overcome. Thanks for your help.

INTERNATIONAL & NATIONAL UNIONS

This section of the guide gives examples of labor in the schools materials published by national and international unions. Some of these materials were developed by professional educational consultants or historians and some were developed in-house. Each union is reaching out to its own members, students and the community at large.

In certain cases **(ILGWU)** the material was specifically designed for use in the schools. In other cases **(CWA)** publications were developed to carry labor's message to the general public including the schools. One example describes a video tape developed by **UFCW** for use in the schools. **Organizing: The Road To Dignity** was field-tested in school districts such as Boston, Massachusetts and Prince Georges County, Maryland. The **AFSCME** material is part of their Community Action Program which is being circulated by school districts as an important public service.

Though some of these materials may seem at first to be beyond the resources of union affiliates at the local level, a number of local unions and central labor councils have published their own professionally developed materials, including publications and audio-visual materials (See sections on Central Bodies and Local Unions).

National and international unions thinking about or planning a labor in the schools project or program may find the examples of materials in this section useful models for their own projects.

SAMPLE LABOR IN THE SCHOOLS PROJECTS

National and International Unions

I) Labor Unions: Helping America Work - (ILGWU)

II) Unions in Our Community - (CWA)

III) Organizing: The Road to Dignity - (UFCW)

IV) Community Action Program (AFSCME)

Lifetime Learning Systems, Inc.
. . . an Experience in Dynamic Education

Dear Educator:

Lifetime Learning Systems, Inc. is pleased to announce that you have been selected to receive ***Labor Unions: Helping America Work.*** This program is designed to teach students the history and function of unions in the American System and to help them consider the political and social issues, which will affect our future economy.

The kit was developed by Lifetime Learning Systems in cooperation with the International Ladies' Garment Workers Union. Developed for students primarily in grades 10 through 12, it may also be adapted for use in junior high schools or community groups. ***Labor Unions: Helping America Work*** can be used in history, economics, business and journalism classes. It includes a file-folder teacher's guide and six activity masters:

1. America's Unions: What Do You Think?
2. The Union Story: An American History
3. Working Hands: The History of a Blouse
4. Who is American Labor?
5. Jobs or Imports: An American Dilemma
6. Unions in the News

If you would like to receive other high quality free educational programs such as this one, please take a moment to fill out the enclosed reply card. It will enroll you in the Educators' Study Guild™ and will entitle you to continue to receive these educational materials absolutely free. Your comments help us in developing other new materials that can serve your needs.

Although you have been selected to receive this program, we know that other teachers in your school will also find this kit to be of great value. Therefore, we would appreciate your reproducing this guide and student activities so that you can share them with other teachers.

We hope that you and your students enjoy using this educational kit.

Best Wishes,

Roberta Nusim

Roberta Nusim
President

36 Sanford Street, Fairfield, Connecticut 06430 • (203) 259-5257

Introduction

It is a fact of life that most young Americans will spend forty or more years of their lives working. The teenage years, in fact, are the time when young people first seriously begin making career choices and decisions. This is an important reason why students need to explore the roles they may some day play in our economic system.

Labor Unions: Helping America Work is an educational program that focuses on the history and function of unions in the American system. The program also helps students examine some of the crucial political and social issues that will affect the economy of the future.

This program features a series of activities that challenge students to come to their own conclusions about unions, based upon the latest factual information. Discussion questions and follow-up activities help to broaden this process of exploration and self-examination. Extended Activities at the end of this guide allow the class and individual students to get more involved in one or more of the issues and concerns raised in the program.

Objectives

This program has been developed in order to accomplish these objectives:

1. To explore attitudes students may have about unions after considering the facts and taking into account their own personal values.
2. To explain the function and history of labor unions in the American economic system.
3. To show how many different kinds of work must be performed together to make modern industrial production possible.
4. To help students understand the diverse make-up of the American labor movement.
5. To help students understand the effects of foreign imports on U.S. jobs and the economy.
6. To demonstrate how the concerns of union members are often shared by many nonunion Americans.
7. To show the concern of American labor unions for workers' rights around the world.

Target Audience

This program is designed for students in grades 10 through 12. It is also adaptable for slightly younger students in grades 8 and 9. Additionally, the program can be used outside the school context with youth and community groups. ***Labor Unions: Helping America Work*** can be used in history, economics, business and journalism classes.

Using the Program Components

You can duplicate the six activity masters on a photocopying machine to provide sufficient copies for your class or you can use other school equipment to make a master copy for duplication purposes.

The activities are presented in an effective educational sequence. You may choose to vary the sequence, however, to meet the specific demands of your curriculum. Suggested discussion questions and follow-up activities are included for use after each activity.

Extended activities offer you additional opportunities to individualize the program to meet your students' needs and interests. You may assign these activities as individual or small-group projects or as extra-curricular activities. Finally, you may choose to expand them to involve other classes.

ACTIVITY ONE

America's Unions: What Do You Think?

The purpose of this activity is to introduce key issues and concerns of this program to students and to serve as a springboard for further study and exploration. This activity can also be utilized after the conclusion of the program to measure changes in student knowledge and attitudes as a result of exposure to the program materials.

BACKGROUND INFORMATION & ANSWERS

In every concern of importance, there are at least two sides. The responses listed here reflect one point of view. They do not necessarily have to be the student's response or your own. The factual information, however, is based upon statistics from the Department of Labor and the Bureau of the Census. You and your class should feel free to draw your own conclusions from the data furnished.

1. AGREE. The families of workers benefit from being able to afford a decent life. The wider community benefits from the added purchasing power of working people.

2. AGREE. According to the Bureau of Labor statistics, Japanese and West German productivity in 1980 were respectively 66.3% and 88.3% of American levels. Growth in productivity, however, is slower here than in rival countries. One reason for this is discussed in statement 15.

3. DISAGREE. From 1971 through 1980, there were about 51 thousand strikes. Only 2.59% of the total work force were involved in work stoppages annually. The average strike in this period lasted 28.7 days. But for the total work force, strikes reduced work time by less than one-fifth of 1%. Generally strikes are the exception in labor relations. In the 1970s, for example, an average of 100,000 union contracts were negotiated peacefully every year. Only 3-4% of negotiations ended in strikes.

4. AGREE. Union contracts affect all workers in a specific plant or industry. Union demands for pay and conditions set the standard for all workers.

5. DISAGREE. In 1778, New York printers first organized for higher pay. Real interest in unionization came after the Civil War, however, and was coupled to the widespread growth of industrialization and monopoly in that period. Unions greatest growth came after World War II when America's GIs returned to the job with greater expectations for economic prosperity.

6. AGREE. Collective bargaining between employers and employees simply does not exist in dictatorships of the left or right. In Communist countries, the employer is the State. In right-wing dictatorships, the employers work closely with the State. The right to organize or strike is generally outlawed.

7. DISAGREE. Foreign trade affects our economy in two important ways: 1) U.S. exports create business and jobs here, and 2) Foreign imports generate profits for some businesses here, but the competition can force other businesses out of the rich U.S. market. This costs jobs and reduces the tax base of regional communities heavily concentrated with industries most affected by foreign competition.

8. DISAGREE. Millions of those who lost their jobs in the 1981-1983 Recession still have not found work. Among those who have, many have accepted jobs at one-third to one-half the pay they were previously receiving. It's the difference between $9.00 an hour at a factory and $3.35 an hour pumping gas. Many large industrial plants will never reopen.

9. DISAGREE. According to a Stanford University review of Labor Department research, all high tech industries will supply less than 7% of newly-created jobs by 1990. Advanced robotics may cost 3.8 million jobs in manufacturing; robot technology is expected to create 800,000 new jobs — mostly for highly skilled and even college educated people. Net loss? At least 3 million jobs.

10. AGREE. It is in organized labor's interest to have an educated, healthy and secure population.

11. DISAGREE. Aside from the obvious human concerns, poorly paid and mistreated workers threaten U.S. competitiveness. If foreign workers are not allowed to organize freely, they are forced to take whatever is offered to them, thus turning a good deal of the world into a Global Sweatshop. Free Americans should not have to compete penny-for-penny with unfree workers abroad.

12. AGREE. The National Labor Relations Act (called the Wagner Act) was passed by Congress in 1935. It protected working people from interference in the right to organize freely and stated that employers contributed to strikes by refusing to bargain collectively with workers.

13. AGREE. One out of almost four unionists is a woman. This percentage is rapidly growing as more women enter the workplace.

14. DISAGREE. Until the 1930s, the American Federation of Labor opposed any government interference with collective bargaining. Labor was afraid the government might totally control union-management relations, as it did in Nazi Germany. But after World War II, the union movement came to see itself as a partner of government and management in the productive running of the economy. Today's labor movement does not want government to take over any business.

15. AGREED. One reason for the decline in U.S. productivity is that many companies and multinationals with bases overseas have invested so heavily in foreign businesses — and so little in the modernization of our own. From 1950 to 1982, for example, direct foreign investment by U.S. multinationals grew from 11.8 billion to 221.3 bil-

lion dollars. This is an annual growth rate of nearly 10%, compared with domestic investments of under 7%.

16. DISAGREE. True, manufacturers usually pass higher labor costs on to consumers. However, without well-paid workers there is no one to buy the products that manufacturers make. Result: fewer quantities are produced, which tends to push up prices. Henry Ford, no friend of labor unions, realized that employees should be paid well so that they could afford the inexpensive cars he produced.

17. AGREE. Few unions — if any — do not offer these benefits to members.

18. DISAGREE. Only 4.3% of all unionists work in manufacturing. Activity #4, Who Is American Labor? will explain the kinds of jobs performed by union members.

19. DISAGREE. How much is enough? Different industries pay different kinds of wages. The average American garment worker earns less than $6.00/hr. An electrician may earn $20/hr. Unions try to get the best pay they can for members — within the economic realities faced in each industry. Union members, however, do tend to get paid more than nonunion workers. This is one reason why working people want to join unions in the first place.

20. DISAGREE. This is a touchy issue. For 100 years, the labor movement has usually concerned itself with "bread and butter" issues such as pay and benefits. Political action was seen as a tool for getting government to enforce the laws fairly. But in recent years, the AFL-CIO has endorsed many candidates for political office. This is viewed as applying a counterbalance to the much more substantial aid given by Big Business to the candidates of their choice.

DISCUSSION QUESTIONS

- Some Americans think unions are too powerful. Do you? Why? Is Big Labor more powerful now than Big Business? Does Big Labor need to be strong to add balance to Big Business? State your opinions.
- Why do you think people in the past wanted to form unions?
- Should the government protect people's right to organize unions? Give your opinion.
- Why would American businesses and working people be better off if more countries in the world had free labor unions?

FOLLOW-UP ACTIVITIES

1. Have students research and report to the class about the history of the American labor movement. Focus on the economic conditions that led workers to form unions — the 12 hour day, unsafe work conditions, low pay, no benefits and child labor. Ask which of these conditions — if any — are still in effect today? How did unions of the last century protect their members? How do unions protect members today?

2. Encourage students to administer the questionnaire to members of their family. Ask how do responses differ from those in class? Students may also want to administer the questionnaire to members of the community such as employers, union members and nonunion workers. Can students find any pattern in the responses they receive that reveals general attitudes to specific issues raised?

Activity Two

The Union Story: An American History

The purpose of this activity is to help students focus on the historical factors behind the union movement, as well as the social goals of organized labor.

DICUSSION QUESTIONS:

- Why do unions want everyone to share in the American Dream? Because everyone benefits when hunger, disease, ignorance and discrimination are brought under control. Also, the entire society benefits when everyone's living standards rise and there is increased purchasing power in the economy.
- Why did the government allow young children to work in terrible jobs? (There were two main arguments. The first stated that government had no right to interfere in the way an owner chose to run their own business. The second, the so-called "compassionate" view, was that prohibiting child labor would deprive working parents of badly-needed money. Organized labor struggled for decades to show Congress that if a father or mother is paid fairly, their children need not work.)
- Why couldn't each worker bargain for him or herself? Why was the union a necessary bargaining tool? (A working person with a family to support had little bargaining power — especially at a time when business was slow and there was a surplus of labor. The employer's "take it or leave it" attitude left no room for negotiation. The union forced the employer to come to terms with the workers as a unified group. Only in this way was the employer made to bargain collectively and in good faith.)

FOLLOW-UP ACTIVITIES

1. Have interested students research the history of business and labor over the last century. Ask students to report back to the class the reasons that many employers in the past were able to treat their workers unfairly. How did the U.S. government recognition of the right to organize — the Wagner Act of the 1930s — create conditions for business and worker cooperation? How has the progressive social legislation, promoted by the labor movement since the 1930s, helped all Americans live richer, safer and more secure lives?

2. Students can create a photo display based upon the concept of "the changing face of the work world." Magazine pictures and photocopies from library picture books may be used to document developments in the U.S. work force. What kind of work did people do in the past? What kind of work will people do in the future? Students should address these questions.

3. Encourage interested students to read a book about the way working people lived in the past. Charles Dickens' *Hard Times* and John Steinbeck's *Grapes of Wrath* (about farmers during the Depression) are two good sources. Ask students to report back to the class with their findings. Either an oral or pictorial presentation may be effective.

Activity Three

Working Hands: The History of a Blouse

The purpose of this activity is to introduce the concepts of mass production and the division of labor to students and to familiarize students with the production flow in the garment and other industries.

DISCUSSION QUESTIONS

- How do you know if a product is made in the U.S.A.? (Products sold in the U.S.A. usually carry a tag or seal stating the country of origin. When a consumer sees a union label on a product, he or she can be sure that it is American made.)
- How did people make a living before the Industrial Revolution? (Before industrialization — which began around the time of our own American Revolution — people lived on farms or in small towns. They grew or made what they needed and traded or sold the surplus. In the towns, skilled craftspeople trained apprentices who later went out on their own. Guilds regulated the quality of the craftspeople and the number of apprentices who were allowed to learn a craft or skill.)
- Can you think of a business or organization that doesn't have some system for doing things? How about school? How about your family? What would happen if people stopped doing things according to the system?
- Is it useful to understand how a system works, even if you're not interested in products or careers associated with that system? Give your reasons.

FOLLOW-UP ACTIVITIES

1. Have students report on the impact of Henry Ford's "assembly line" system of production. Why was it more effective and productive than earlier systems? How long did the assembly line take to catch on in the auto and other industries?

2. Encourage students to catalog foreign-made products found at home. Include cars, stereos, clothes, food products, etc. Have the class make a composite list of all student catalogs. You may also want them to create a photo display of ads of foreign imports taken from magazines.

3. Have students list the spinoff jobs that the apparel industry creates. These can include merchandising, modeling, designing, display creators, magazines, newspapers and public relations.

Activity Four

Who Is American Labor?

The purpose of this activity is to explore the social make-up of the labor movement and its important relationship to the rest of American society. It will also help students to examine their own geographical and work history.

DISCUSSION QUESTIONS

- Is the idea of work important to you? Is it important to your family and friends? What are all the things that a person gains from doing a job

well? What kind of work would you like to do when you leave school? Why?

• Were you surprised that so many union members work in nonmanufacturing jobs? If so, why do you think you were surprised?

• Do you feel that unions are only good for those people who lack the drive and independence to set up their own businesses? Why? (Fewer and fewer Americans are working for themselves. In 1950, 18% were self-employed. In 1980, the figure was down to 9%. It is harder than ever to start a new business and have it work. For every new business that succeeds, eight fail. Some of the reasons for this are competition from large chains and corporations, and high interest rates on money you must borrow to set up a business. Still, owning one's own business is part of the American Dream. Today, many people find that hard work and a desire for independence are no longer enough to make that dream come true.)

FOLLOW-UP ACTIVITIES

1. Have students list images of working people they have read about in newspapers, magazines, and books, or seen in movies or on television. Ask students if most of these images seem accurate? If not, what should be corrected? Is it because the public doesn't want to watch or read about the real world?

Do people simply crave escapism all the time? Is there a reason why working Americans are so often portrayed as comic figures, brawny dunces — or often not portrayed at all.

2. Have students discover how unions in their community are actually run. Students can get this information from union representatives, members and printed materials. Students should focus on the democratic features of union government, such as how leaders are elected, secret ballots and local autonomy on issues such as contracts and strikes.

Activity Five

Jobs or Imports: An American Dilemma

The purpose of this activity is to help students understand the effects of unequal foreign trade on U.S. business and jobs. It also gives students an opportunity to use their mathematical skills to help form opinions about the jobs or imports issue for themselves.

ANSWERS:
1. c, 2. a, 3. c, 4. c, 5. c

DISCUSSION QUESTIONS

• Does Free Trade always mean lower prices? (Not always and not in the garment industry. Students can check their own local stores. Are foreign-made clothes any cheaper than American brands? They certainly cost less to make because of lower wages overseas. Who pockets the difference?)

• Why are labor costs so important in the garment industry? (This is a labor-intensive industry that requires relatively little capital to get started. High tech, capital-intensive equipment is not needed. What is needed are sewing machines, which cost about the same everywhere. Labor is the big difference. In America, workers are protected by the minimum wage and by unions. In most foreign countries that export clothes to the U.S., workers have to take what they are offered. No American, even undocumented workers who work at exploitation wages in illegal sweatshops around the country, could afford to live on most foreign wages.)

• Are foreign garment workers more productive than those in the U.S.? (Garment workers everywhere are usually paid on a piece-work basis. In other words, the more clothes they turn out, the more they are paid. For this reason, U.S. garment workers tend to be as productive as garment workers elsewhere.)

FOLLOW-UP ACTIVITIES

1. Instruct students to plot America's growing trade imbalance. (It is expected to go over a record $100 billion in 1984.) This information is regularly reported in the newspapers. It can also be obtained from the Department of Commerce and will often appear in almanacs. Students can construct either a bar or line graph of their own showing our nation's serious trade imbalance.

2. Have students compare the wages of U.S. workers in various industries — from high-paid executives and professionals to low-paid agricultural and restaurant workers. Students can obtain this information from government agencies and from the almanac. Encourage them to list appropriate figures. Ask: if Americans have to cut wages to compete with foreign nations, where should the cuts be made? Should the minimum wage be reduced? What would this mean to poorer working people? How much of a cut would make a difference? If everyone was cut $1.00 an hour, $40 a week, $2,000 a year — how would this affect our consumer economy?

Activity Six

Unions in the News

The purpose of this activity is to help students realize that unions are involved in a variety of important concerns that affect all Americans. The activity also gives students a chance to practice language arts and self-expression skills.

DISCUSSION QUESTIONS

• Why should unions want full employment for all Americans — jobs for all who want to work? (Full employment clearly reduces human misery. It reduces crime caused by poverty and idleness. It also saves the government money by reducing the need for unemployment, welfare, health and social benefits. It also adds payroll taxes to the Treasury. Full employment builds a stronger economy by adding wage-earning consumers. It keeps wages at fair levels — since there are fewer desperate, out-of-work people who will take any work at any price.)

• Why would local store owners be affected by the closing of a factory? Give your reasons.

• Why do American unions support human and economic rights in other countries? (These rights are the basis of democracy. Unions can only function under this kind of system, where collective bargaining between labor and management preserves the economic rights of working people. For patriotic reasons and for matters of self-interest, it is only natural that American unions want to see the spread of democratic institutions throughout the world.)

FOLLOW-UP ACTIVITIES

1. Have students collect actual newspaper and magazine clippings referring to unions and working people. Ask students how these newspaper articles compare with the ones written in class?

2. Direct students to explore the relationship between unemployment and the failure of small businesses that serve working people. Unemployment figures can be obtained from almanacs and the Department of Labor. Pay special attention to the figures for the years 1981 — 1983, a period of exceptionally high joblessness. Obtain figures for business failures from the Department of Commerce, local newspapers or the Chamber of Commerce. Include bankruptcies, business closings and farm sales for the same period. Does a connection exist? Ask students to explain why.

Extended Activities

1. Host a debate between a local unionist and a member of the Chamber of Commerce on the topic of Imports: Who Really Benefits? Allow both speakers equal time. Poll the class or audience to see who best made his or her case and why.

2. Direct students to look for union labels on their clothes and other possessions. What kind of products seem most likely to be union made? Are they any more or less expensive than similar American-made products that lack the union label? How do union and nonunion products compare in quality? Ask students if there is any good financial reason not to look for the union label when making a purchase?

3. Students can write and produce a play that shows the reality of working life. (Students may prefer to write short stories instead.) The class may want to focus on the sense of self-worth that comes from doing a job well or the self-esteem someone feels from being economically independent. Another plot might involve what happens when a parent loses a job or is laid off. How does this affect others in the family? How does the individual deal with joblessness and finding new work?

4. Tape record members of unions talking about their unions. Students should ask all the "hard" questions — including how unions deal with division within their own ranks, as well as how they deal with pressure from management. Are members happy or sad about belonging? Do nonmembers wish they had a union to belong to — or do they feel they can handle things better on their own? Use these tapes to make an oral history of working people in the community — union and nonunion. How do local people feel about their jobs? What can we learn from them?

5. Interest students in reading about the work experience. *Working*, by reporter, Studs Terkel, uses the 'oral history' approach to reveal how dozens of people in different jobs feel about their work. Another book by Terkel, *Hard Times*, recounts the experiences of dozens of Americans who lived through the joblessness and deprivation of the Great Depression. Your local librarian can help students make other selections.

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AMERICA'S UNIONS: WHAT DO YOU THINK?

ACTIVITY ONE

Practically everyone knows what labor unions are but not everyone agrees about what unions do or who they help. How they fit into the total American economic picture is yet another question.

What do you think about labor unions? Read the following 20 statements. Do you agree with some and disagree with others? Are you not sure of how you feel? Check the appropriate box on the right that reflects your opinion.

Statements	AGREE	DISAGREE	NOT SURE
1. Many people benefit when working people get paid fairly for their work.			
2. American workers are among the most productive in the world.			
3. Labor unions ruin efficiency output by calling too many strikes.			
4. Unions help raise pay levels and safety standards for all workers — union and nonunion.			
5. Labor unions have only existed for the past 25 years.			
6. The right to form labor unions — like free speech and press — is important in democracies.			
7. Foreign trade doesn't affect our economy much.			
8. People who lose their jobs can always find well-paying jobs in other companies and industries.			
9. In the future, high technology will put every American to work.			
10. Labor unions have led the drive for public education, health care and social security for all.			
11. American unions shouldn't worry about the wages and working conditions of workers in other countries.			
12. The U.S. government guarantees, by law, people's right to form unions.			
13. Women are an important part of the labor movement.			
14. Unions have always wanted the government to take over private businesses.			
15. If American business continues to invest in companies overseas rather than at home, our factories will find it harder to survive.			
16. Higher pay for workers means higher prices for everyone.			
17. Most unions offer pension, health and insurance benefits to members.			
18. Unions are strictly for people who work with their hands in factories.			
19. Union workers are already getting paid too much for the work they do.			
20. Labor unions have no business meddling in the American political process.			

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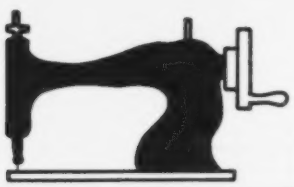
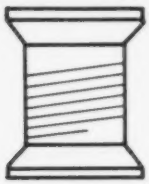
THE UNION STORY: AN AMERICAN HISTORY

2

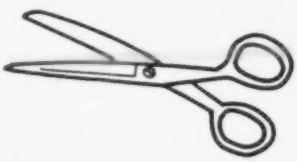
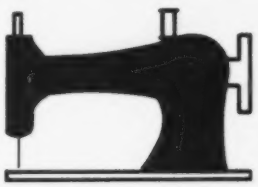
Almost one hundred years ago, in 1886, Samuel Gompers helped form one of our first national unions, the American Federation of Labor (A.F.L.). When asked what unions want, Gompers replied: "We want more schools and less jails, more learning and less vice, more constant work and less crime, more leisure and less greed, more justice and less revenge."

Why were Unions formed? Imagine yourself living a century ago. Unless your family was wealthy, you would probably have been working since you were ten or eleven. Even small children as young as five worked in mines and mills. Your work day could last twelve or more hours. Your work week lasted six days. For all this, you'd be lucky to be paid just a little more than you spent for food and rent.

The factory you worked in would probably be dark, noisy, dangerous and unsanitary. You'd suffer many diseases from overcrowding, smoke and industrial pollution in the air, lack of toilets and clean water, and excessive heat and cold. You'd risk serious injury from unsafe equipment. You'd risk your life.

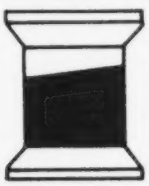
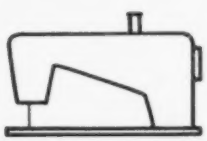
As late as 1911, one hundred and forty-six women garment workers died in the "Triangle Fire" — named after the infamous New York factory that had

no safety precautions. "Take it or leave it" was the factory owners' attitude.

What would you have done? Millions of working people united together and formed unions. These unions brought better pay for members, better work conditions and more safety protection against job related accidents. Unions also struggled to create a newer, fairer deal for all Americans. Organized labor led the fight for the eight-hour work day, for the minimum wage, for unemployment insurance, for social security, for free public education and for safer work conditions.

The union movement strengthened over the years. In the 1960s alone, organized labor helped push through Congress more than one hundred laws affecting all Americans. These laws provided government aid for higher education, public housing and cleaning up the environment.

Unions also supported the improvement of veterans' benefits, child nutrition, civil rights laws and medical care for the elderly and needy.

Today, some critics of labor unions call them selfish "special interests." Are they really? Organized labor and their defenders would probably point to its history and say that yes . . . labor unions have always been specially interested — interested in sharing the American Dream with all Americans.

Choose and research one period of the American labor union movement. Research the period and prepare a report for the class. Use books, newspapers and magazines from the period. First, make a list of the important questions you will need to answer in your research:

1. _____
2. _____
3. _____
4. _____
5. _____

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ACTIVITY THREE

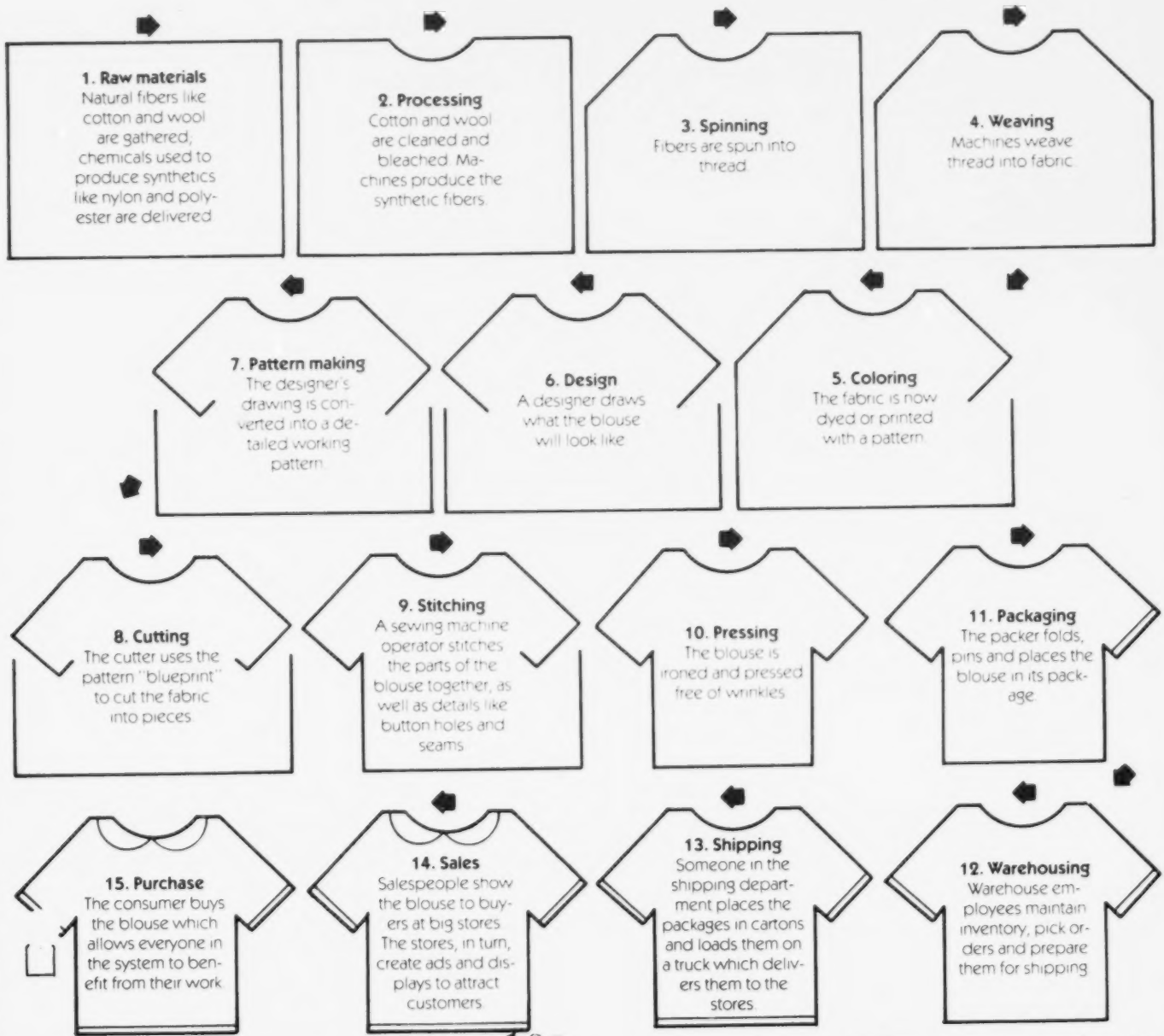
3

WORKING HANDS: THE HISTORY OF A BLOUSE

In the days before the Industrial Revolution, a single craftsperson would carve a table, forge a sword, make a shoe or weave a dress. This took a long time and made the products expensive.

Modern mass production is based upon *division of labor*, in which a complicated process is broken down into many parts. Each part is completed by a different person using special tools and machines. This kind of production makes it faster and easier to create a product — and much cheaper.

Every industry uses many working hands and minds organized into a system of production. Here is a simplified diagram that shows the system used to make articles of clothing, such as a blouse or shirt. Follow the sequence of steps as the process "flows" from hand to hand. Then create a "flow chart" of your own for another product or industry. Use library research or interview someone knowledgeable in that field. When you're done, circle all the jobs on your chart that might be threatened by foreign imports.


1. Raw materials
Natural fibers like cotton and wool are gathered, chemicals used to produce synthetics like nylon and polyester are delivered.
2. Processing
Cotton and wool are cleaned and bleached. Machines produce the synthetic fibers.
3. Spinning
Fibers are spun into thread.
4. Weaving
Machines weave thread into fabric.
5. Coloring
The fabric is now dyed or printed with a pattern.
6. Design
A designer draws what the blouse will look like.
7. Pattern making
The designer's drawing is converted into a detailed working pattern.
8. Cutting
The cutter uses the pattern "blueprint" to cut the fabric into pieces.
9. Stitching
A sewing machine operator stitches the parts of the blouse together, as well as details like button holes and seams.
10. Pressing
The blouse is ironed and pressed free of wrinkles.
11. Packaging
The packer folds, pins and places the blouse in its package.
12. Warehousing
Warehouse employees maintain inventory, pick orders and prepare them for shipping.
13. Shipping
Someone in the shipping department places the packages in cartons and loads them on a truck which delivers them to the stores.
14. Sales
Salespeople show the blouse to buyers at big stores. The stores, in turn, create ads and displays to attract customers.
15. Purchase
The consumer buys the blouse which allows everyone in the system to benefit from their work.

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WHO IS AMERICAN LABOR?

ACTIVITY FOUR

4

America is a nation of many peoples and groups. The American labor movement shares this diversity. Many of us have an image of the typical union member as a brawny steelworker or truck driver. These workers are an important part of organized labor — but not nearly the whole story.

Only 33.3 percent of all union members are active in manufacturing — making cars, clothes, light bulbs, etc. Another 41.7 percent of union members are active in nonmanufacturing. Among these are cashiers, phone operators, cooks, nurses, truckers, miners and construction, transportation and utility workers. The remaining 25 percent are active in government as teachers, post office workers and other civil servants. More than one quarter of all unionists are women. This percentage is growing as more women enter the workplace. In certain industries — the garment industry and education for example — female members are already in the majority.

A suprisingly high figure of 15.3 percent of all unionists hold so-called "white collar" jobs as school principals, airplane pilots, newspaper reporters, screen directors and writers, and office workers. Minorities are also well represented in unions. Three million blacks nationwide are unionized. Latin Americans are active in the national movement and predominate in agriculture and the garment industry. (Women, many of them Hispanic or Asian, make up 80 percent of the I.L.G.W.U.)

The people who make up American labor play an important part in the life of our country as producers of goods and services, as politically active citizens, as taxpayers, as consumers and even as *investors*. Many people are not aware that union pension funds loan billions of dollars ry year to American companies.

America is a nation of hard-working immigrants and the descendants of immigrants. Unions helped many of our parents and grandparents gain the pay and protection they needed to become part of the American Dream.

Part I

Use the form below as a guide for interviewing a grandparent, parent or neighbor about their experiences and memories.

Where does your family come from originally?

_____

— your grandparents? _____

_____

— your great grandparents? _____

_____

Where have members of your family lived in the United States?

_____

What kind of work have they done? _____

_____

Are they or were they union members? _____

_____

Part II

Review family records if available. Use the information you find to fill in this family tree which shows geographical and occupational roots.

Great-grandparents

Location: _____

Occupation: _____

Grandparents

Location: _____

Occupation: _____

Parents

Location: _____

Occupation: _____

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JOBS OR IMPORTS: AN AMERICAN DILEMMA

ACTIVITY FIVE

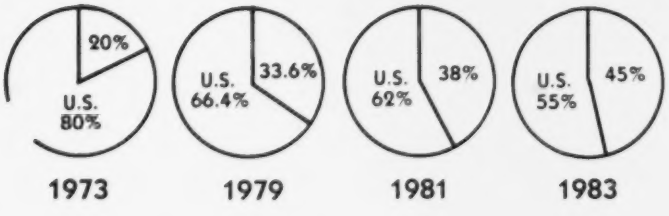
5

Free Trade is the belief that a nation should not limit the imports that enter its home market — regardless of the effect on its companies and jobs. ***Fair Trade*** is the belief that a nation should allow imports but put limits on them if they represent unfair competition with domestic products or threaten to destabilize domestic markets. You'll probably be hearing a lot more about the Free Trade vs. Fair Trade controversy in the near future.

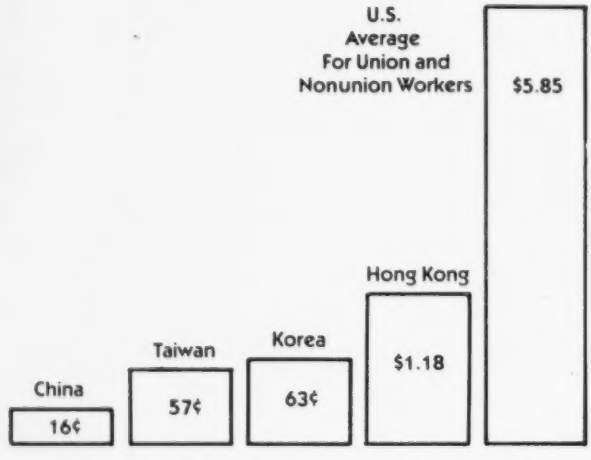
Free Traders base their belief on the hope that competition — fair or unfair — gives American consumers more choices and better prices. They maintain that Free Trade will force American companies and workers to become more productive in order to compete. ***Fair Traders*** disagree and point out that all countries except the U.S. and Canada have strict trade barriers of their own to protect local industry. They add that many countries give large government subsidies to their businesses which allow them to lower prices artificially and 'dump' products on the unprotected U.S. market. Low pay in foreign companies and bans against unionization also give foreign businesses an unfair advantage.

In reality, the U.S. does not have real Free Trade. For years we have gotten the Japanese to adopt 'voluntary' limits on car imports to the U.S. Should we adopt more of these limits? What is the effect of 'Unfair Trade' on the U.S.? The graphs that follow will help explain the impact of foreign imports on the garment industry. Study the graphs and answer the questions that follow.

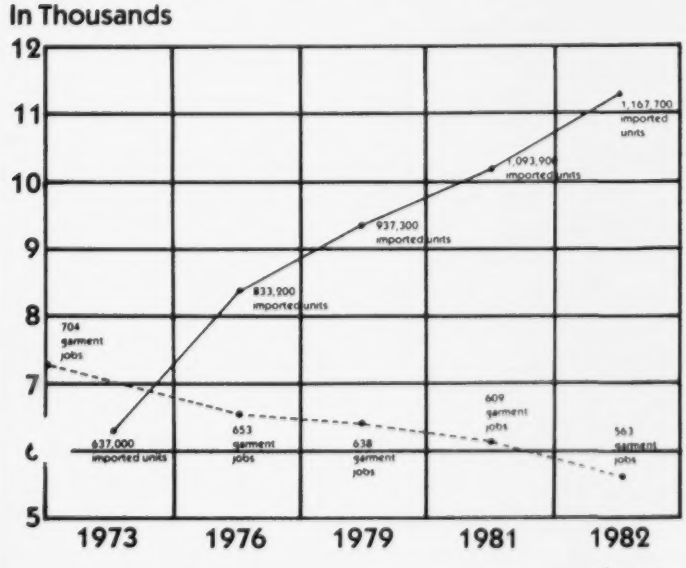
The Rising Share of Imports in the U.S. Apparel and Textile Market



Comparison of Average Hourly Pay For Foreign Apparel & U.S. Apparel Workers



The Effect of Rising Imports on U.S. Garment Jobs



QUESTIONS: circle the correct answer.

1. In the ten years between 1973 and 1983, foreign imports have: a) stayed the same, b) increased by 50%, c) more than doubled.
2. If this trend continues, imports will probably outnumber American garments by: a) 1985, b) 1990, c) 1993.
3. Workers in Korea are paid: a) one-third the U.S. average wage of apparel workers, b) one-quarter, c) slightly more than one-tenth.
4. Approximately how many garment jobs were lost in 1982? a) 37 thousand, b) 42 thousand, c) 46 thousand.
5. If the loss of 100,000 jobs cost the U.S. Government 3 billion dollars in lost taxes and increased unemployment benefits paid out, how much did the Government lose on garment jobs alone in the years 1973-1982? a) approx. 3 billion; b) approx. 3.5 billion; c) approx. 4.2 billion.

Now answer these questions. Circle one answer. What would you support if you were:

an American worker? ..... FREE TRADE or FAIR TRADE
an importer of foreign products? ..... FREE TRADE or FAIR TRADE
an American Consumer? ..... FREE TRADE or FAIR TRADE
a Member of the U.S. Congress? ..... FREE TRADE or FAIR TRADE

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ACTIVITY SIX

6

UNIONS IN THE NEWS

Labor unions are an important part of America's economic, political and social structure. They are deeply concerned about and involved in such issues as providing work for every American who wants it, making sure that working conditions for all are safe and humane, safeguarding the buying power of all American consumers through the minimum wage and fair pay, and extending the traditional rights of Americans to the rest of the world.

These are only a few of the reasons why issues important to the labor movement are always in the news. Here are some headlines you might find in your local newspaper. Write a brief article for each headline that explains how and why a union might be involved. Use the back of the page if you need more space.

Unions in the News

CONGRESS ATTACKS UNEMPLOYMENT
— Every Million Out of Work Costs U.S. Billions

LOCAL STORE OWNERS FEEL THE PINCH OF DOWNTOWN FACTORY CLOSING

STATE UNIONS LEAD DRIVE FOR BETTER WORK CONDITIONS

LABOR LEADER PRAISES POLISH SOLIDARITY
— Union Sends Aid to Polish Union

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Union Our Community

CWA *Our Voice, Our Vote, Our Future!*

A Message from the President of CWA

The Communications Workers of America, AFL-CIO, is one of over two hundred national unions with a total membership of nearly 25,000,000 Americans.

We are telephone and production workers, engineers and equipment installers, laboratory technicians and communications technicians, cable splicers and clerical workers, public workers and craft workers.

CWA represents over 650,000 workers, organized into 900 local unions, who live and work in communities throughout the country.

More than any other union, our members are part of your community. We are your neighbors.

CWA is known as "The Community-Minded Union." Community service dates back to the earliest days of the union. The reason is simple: CWA is more than a union—it is a community organization as its members are first and foremost citizens of their community. The quality of life of our members is strongly affected by the quality of life of the neighborhood, city, or town in which they live. We devote substantial time and money to support a wide variety of social service agencies, and charitable and civic causes.

Our members serve on community boards, participate in community projects, contribute millions of dollars to the United Way, and volunteer thousands of hours towards the improvement of our communities.

This booklet has been prepared by CWA and is being distributed to community groups and public school and college students by CWA locals throughout the country. It has been designed to provide much needed information on the labor movement—to increase the community's understanding of the nature and function of unions and to strengthen the bonds between CWA locals and community organizations.

It is important in our communities to create an atmosphere which will make it possible for groups in the community, including local unions, to rise above structural limitations and misperceptions, and work cooperatively toward the solution of community problems.

Sincerely,

Glenn E. Watts

Glenn E. Watts
President, CWA

Unions in Our Community: Our Voice, Our Vote, Our Future

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Working people in the United States have struggled for almost 200 years to gain and maintain the right to form and join unions. Specific issues such as the reduction of the working day from 12 to 10 to 8 hours, the introduction of an orderly procedure for the settlement of disputes, the protection of children and women from job exploitation, vacations and holidays with pay, health and welfare benefits, and pensions have been the focus of that struggle on different occasions.

Overall, the struggle has been to provide workers with the *voice* and the *vote* they need to be involved in the determination of their *future*, both on the job and in the union.

On the job, workers have fought for and won the right to bargain collectively with their employers through unions of their own choosing. Where there is collective bargaining, individual workers have a *voice*. They share with other employees and with their employer the responsibility to establish orderly procedures for determining wages, hours of work, rates of pay, promotion and layoff policies, and just penalties for the violation of necessary work rules. By joining a union and entering into the collective bargaining process, they make their *voice* equal to that of the employer.

Workers' *votes* determine the existence and the nature of the collective bargaining relationship in a particular work situation. Employees in a specific workplace *vote* in an election administered by a state or federal governmental agency to determine if they want to be represented by a union. Finally, union members vote to approve agreements which have been negotiated by the union and the employer.

Collective bargaining is in fact industrial democracy. It is a system where the majority rules and workers exercise their power through an organization which represents their interests and which they control. It is in some ways the highest form of democracy practiced in this country.

The triumph of free democratic labor relations, based upon the idea of collective bargaining, is so commonplace in this country that it is often taken for granted. This was not always the case.

For many years, unions were considered to be conspiracies endangering the public interest and were a "crime against society." It was not until 1842 that the courts held that workers could legally form a union to engage in collective bargaining as long as they pursued "virtuous ends by virtuous means."

This ruling by no means meant the end of resistance to organized labor. Employers still found it an easy matter to go to court and persuade a friendly judge to issue an injunction preventing workers from organizing, striking, picketing, or even meeting with union officials.

Often workers were required to sign "yellow dog" contracts as a condition of employment. Workers stated that they were not members of a union, that they would not join a union while employed in that establishment, and that they would make no effort to induce other employees to join a union. These contracts were legally enforceable by the courts.

Industrial labor spies, strike breakers, and company unions were all devised to prevent workers from organizing unions and entering into collective bargaining relationships with their employers.

It was not until 1935 with the passage of the National Labor Relations Act that the federal government made it public policy that workers in the private sector "shall have the right to organize and bargain collectively through representatives of their own choosing."

Workers employed by some states and local municipalities were afforded these same rights by the late 1960s. However, there are still states and municipalities today which do not have legislation providing for collective bargaining for all or some of their employees.

The rules and regulations established by these laws provide a framework of orderly procedures for the establishment of unions and the settlement of industrial disputes. Workers are thereby involved in the determination of their present work situation and their *future* on the job.

Within the union, workers are provided a *voice* in the daily operation of the organization through the *votes* which they cast as members of an institution that adheres to democratic principles and practices.

Each and every day, millions of rank-and-file members of unions *vote* at conventions, membership meetings, executive board meetings, and committee meetings on issues that will determine their *future*.

Each month, tens of thousands of local and national union officers are elected to office by the *votes* of members who they represent.

Each year, thousands of union contracts are negotiated by committees selected by the people they work with and *voted* on by the membership.

Unions are democratic institutions. They are organized by workers for the express purpose of protecting and extending the rights and benefits of their membership.

Unions truely represent the *voice*, the *vote*, and the *future* for all workers.

Each year, thousands of workers across this country in shops, plants, and offices decide in secret ballot elections conducted by federal and state governmental agencies if they want to be represented by a union.

These elections take place because the federal government and our society support the notion that working people *themselves* should decide if they want a union where they work.

This legal right to self-determination at the workplace was established in 1935 by the National Labor Relations Act. The Act states, "Employees shall have the right to organize and bargain collectively through representatives of their own choosing."

To assure that workers could, in fact, express a free choice for or against unions, the federal government established procedures which regulate representation campaigns and elections.

Here is how it works:

A group of employees who all work for the same employer decide that they want to be unionized. They contact a union, or a union may contact the employees and ask them if they are interested in forming a union. In either case, the first step is the formation of a committee of employees who will ask their fellow workers to sign cards authorizing the union to act as their representative in dealings with management.

When the committee has signatures from a majority of workers, they may request union recognition from their employer. In most cases, the employer requests that an election be held to determine if the employees actually want a union to represent them.

These union representation elections are conducted by the National Labor Relations Board or by Public Employment Relations Boards in states where they exist. The Board will arrange for an election if it receives a petition from a group of employees and authorization cards from at least 30 percent of the employees in a proposed bargaining unit.

Once an election has been scheduled, the union and most employers will each campaign for the support of workers. Workers will then cast their ballots to determine if the union should represent all the workers in the workplace.

There are rules and regulations which govern the actions of the union and the employer during these campaigns.

For example, it is illegal for employers to resort to forceful persuasion or to retaliate against workers who support a union. Employers may not interfere with, dominate, or discharge workers who are exercising their legal right to form and join a union. The essential principle is that attempts to organize for purposes of collective bargaining are the workers' own business.

If a majority of the workers involved in the election vote for the union, that union is "certified" by law as the collective bargaining representative for all eligible employees in that workplace. The union is legally bound to represent all of the workers covered in that election, whether they voted for the union or not.

Millions of American workers have voted in collective bargaining elections in the past forty-five years. A majority of them have selected unions of their choice to represent their interests. The public policy of self-determination at the workplace works.

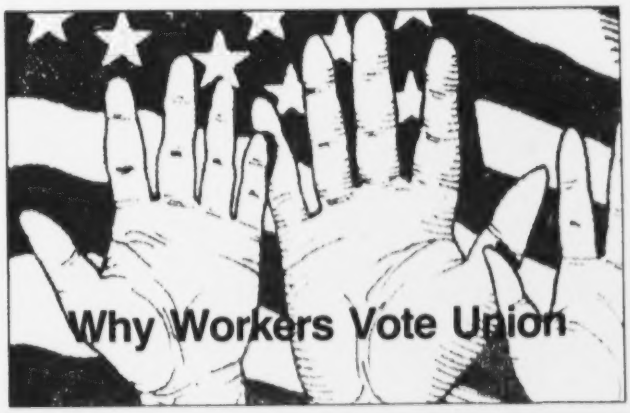
Recently, however, there has been a disturbing trend in American labor- management relations. Increasingly, employers are using highly paid consultants who advise their clients to commit violations of labor laws as a means of impeding union organizing.

Anti-union consultants may even take over responsibility for a company's overall personnel and hiring policies in order to prevent unionization. Workers are often manipulated through deceptive psychological techniques, and employers are shown how they can screen out present and prospective employees who might be favorably inclined toward unions.

If this trend continues, the current system of union representation may be replaced by an approach which denies workers their legal right to form and join unions.

"If I were a factory employee, a workman on the railroads, or a wage earner of any sort, I would undoubtedly join the union of my trade. If I disapproved of its policy, I would join in order to fight that policy; if the union leaders were dishonest, I would join in order to put them out. I believe in the union and I believe that all men who are benefited by the union are morally bound to help to the extent of their power in the common interests advanced by the union."

Theodore Roosevelt, 25th President of the United States.



Workers vote union because they have a very human desire to gain a measure of independence and control over their own affairs.

Of course, they are concerned with higher wages, shorter hours, and better working conditions. They are interested in securing health and welfare benefits and a pension plan which will protect them and their families in times of need. They want to be protected from favoritism and arbitrary discipline commonly practiced by employers, and they want a degree of job security in the face of economic forces at work in our society.

But basically, workers vote for and support unions because they offer an opportunity for the average working person to be involved in the decisions which determine the direction their lives will take.

Some workers vote union because a member of their family has been active in the union movement. Unions have a long and rich history which is passed down from generation to generation. Still others join because they had a positive experience with a union on another job, or because they were treated poorly by a present or past employer.

Workers vote union because they realize that they are powerless when they stand alone. They understand that by joining together, they can have an effect on the everyday activities that make up their work lives. They are also aware that the power of the union extends beyond the workplace. Unions, through political action, can have an impact on the government policies that affect our lives.

In the final analysis, workers vote union because unions provide working people with a degree of dignity and self-respect they cannot command if they stand alone. Workers cast their ballots for a union because they want their interests represented on the job, in the community, and in our society by an organization of which they are an integral part.

Labor unionism in the United States is an expression of the American democratic spirit working itself out in an industrial setting. Unions combine many of the elements which constitute a democratic form of government, including a constitution, conventions, elected officials, and even a form of town meeting called the local membership meeting.

An overwhelming number of unions in America, in both principle and practice, are democratic institutions. A major concern of unions and the general public is if unions can be effective and simultaneously maintain a democratic way of life. Unions can be thought of as experimental laboratories in which such crucial questions are being explored and arrangements for answering them worked out.

Can a group designed to protect and improve the status of workers do so without curtailing the opportunity for free expression? What procedures can reduce factionalism and preserve individual freedoms and civil rights of union members?

These are questions which have great significance for all organizations—political, economic, educational, and religious—within a society committed to democratic life. The interests of all Americans are bound up in the success or failure of unions in their democratic experiment.

Each day, in thousands of local unions across the country, union members are grappling with these issues. They vote at committee meetings and on the floor at membership meetings on all of those issues which determine how their local is organized and run. They elect their own union officials and delegates to state and district meetings as well as national conventions, who determine policies at those levels. They are active in the political arena and in the life of their own local communities.

At each step along the way it is the votes of union members that determine which leaders will represent them and the direction in which the union will move.

Each day somewhere in this country, representatives of unions and employers meet to discuss the terms of employment for a group of workers. These meetings, formally called contract negotiations, take place between two committees: one representing the employer; the other representing a group of employees—the union.

The collective bargaining agreement or contract is the document which results from negotiations between the employer and the union.

Rarely are the two sides in agreement when they begin their discussions and rarely is the final product of their deliberations precisely what either side wanted when they began.

Labor and management gradually move closer together, as collective bargaining is a matter of compromise. When the union and management representatives finally agree on a contract, the union representatives take the contract back to their membership. If the agreement does not satisfy them, the representatives will return to the bargaining table and continue to discuss those issues in question.

If the membership approves and ratifies the contract, it becomes the guiding principle of labor-management relations for the duration of the agreement.

This negotiating process works in the vast majority of situations. Labor and management reach an agreement without a work stoppage. But the potential ability to strike is the force which makes the entire process work.

Employers have a number of weapons they can use at the bargaining table. They can threaten to close or slow down their operation either temporarily or permanently, or they can stall or halt negotiations since they are often willing to live without an agreement.

The principal weapon of the union at the bargaining table is the knowledge that workers can refuse to work if the employer does not heed their demands.

Because both sides at the table are clearly aware of what the other can do, it is rarely necessary for either to utilize their ultimate weapon. That is why approximately 97% of all negotiations end without having to resort to a strike or a shut down.

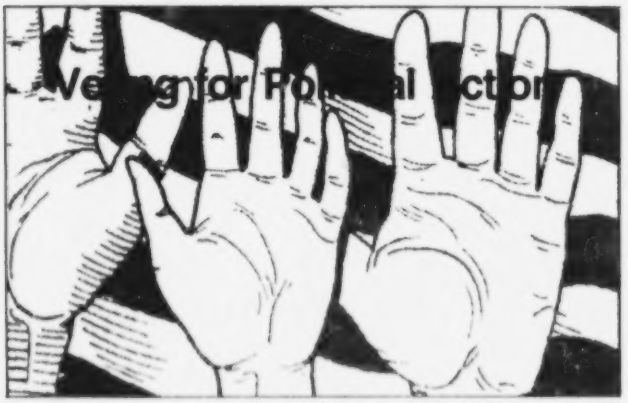
The collective bargaining agreement itself covers a variety of issues which union and management have discussed and agreed upon. Of course, no two contracts are exactly alike, but it is possible to get some idea of what an agreement typically covers.

Here are some of the clauses in one Communications Workers of America contract: Recognition of the Union ... Wages ... Hours of Work ... Holidays ... Vacations ... Absences from Duty ... Force Adjustments ... Employment Termination ... Transfers and Travel Expense ... Discharge and Demotions ... Promotion and Job Vacancies ... Seniority ... Health and Safety ... Pensions and Benefits ... Adjustment of Grievances ... Arbitration ... Union Security ... Non-Discrimination ... Duration of Agreement.

The Responsible Union-Company Relationship clause in this CWA contract sets the tone for relations between labor and management:

> "The Company and the Union recognize that it is in the best interests of both parties, the employees and the public, that all dealings between them continue to be characterized by mutual responsibility and respect. To insure that their relationship continues and improves, the Company and the Union and their respective representatives at all levels will apply the terms of this contract fairly in accord with its interest and meaning and consistent with the Union's station as exclusive bargaining representatives of all employees in the unit. Each party shall bring to the attention of all employees in the unit, including new hires, their purpose to conduct themselves in a spirit of responsibility and respect and of the measures they have agreed upon to insure adherence to their purpose."

This agreement, like the majority of contracts negotiated each year, was bargained by union members, elected by the *votes* of their fellow members and ratified by the *votes* of all members covered by the agreement.



Over the past 150 years, democratic practices have been the hallmark of the labor movement. Members have voted in collective bargaining elections, in local union elections, and at general membership meetings. They have voted to approve dues increases and contracts and to select convention delegates. Union members, through their votes, have been able to determine their own destiny.

Bitter experience, however, taught unions that what they gain at the bargaining table can be lost in legislative halls in Washington, D.C., and in state capitals across the country.

The lesson was obvious. Labor had to become involved in the political process. Labor had to become politically active. Members had to cast their votes for political candidates who would support the interests of unions, their members, and all working people. Labor had to be sure that the legislators who they helped to elect voted to support the interests of working people.

Labor unions are involved in political and legislative action today to elect candidates and support legislation which will benefit their members, and to champion the cause of justice and equal opportunity for all Americans.

The record is clear. For 150 years, the labor movement has been in the forefront of those forces which have successfully lobbied for the social and economic legislation that has made this country a better place to live.

Labor s record of support for free public education, for example, goes back to 1832. In the 1960s, unions fought to get federal aid to public schools and colleges and universities. Scholarships and loans for poor and needy students have also been part of labor s legislative program.

Unions have led the fight for, among other things, social security, workers compensation, the minimum wage, equal employment opportunities, voting rights, civil rights, and public health programs. Each piece of legislation was actively lobbied for by the labor movement. Each piece of legislation was voted into law by legislators who had been elected with union support and by the votes of union members. Each piece of legislation was designed to protect the interests of union members, as well as to meet the needs of all working people.

Unions are committed to electing public officials and influencing lawmakers at the national, state, and local levels of government for three reasons:

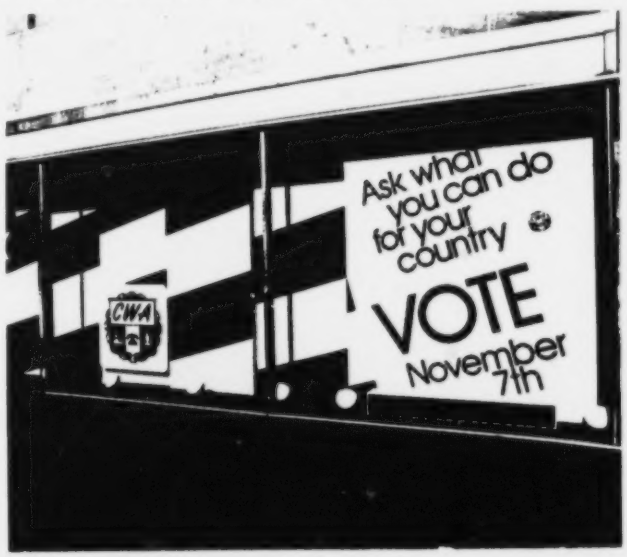
- Union members are citizens of the nation first and union members second. They are concerned with the general welfare of the United States and improving the quality of life in the communities in which they reside. Unions realize that they have a national responsibility which transcends the goal of advancing their own self-interest.
- Unions are involved in the political process because they must support passage of good laws that will benefit their members. This is not a simple struggle to achieve narrow purposes, but progress aimed at achieving the greatest good for the greatest number and the total good for the total community.
- Unions are concerned with legislation which protects the benefits achieved in past struggles with anti-union forces.

Today, the political actions of unions fall into three categories: Unions keep their members informed on the issues and how individual lawmakers are voting; unions help to maximize their impact in elections with registration and "get out the vote" projects; unions solicit voluntary contributions from their members to support candidates and lawmakers who will work in their interest.

Political Action Committees (PACs) established by the labor movement collect significantly less funds than those solicited by business and industry PACs. Moreover, labor does not rely solely on monetary contributions; the voluntary or donated labor of its members plays a large role in union political activity.

Of course, the culmination of all of this union political action becomes the vote cast by individual union members in national, state, and local elections. Union members, as always, maintain control over their franchise. They vote their interests as they see them.

Trade unionists also vote to approve political action by their unions and the entire labor movement since they are aware that a united effort will prove more successful.



The Communications Workers of America has a rich, successful history characterized by continuous planned growth and development. The union has established a national headquarters and district offices to service the needs of a membership which extends into most towns and cities across the country. Its activities include lobbying, research, training, public relations, legal services, community affairs, and negotiations.

CWA has built a nationwide organization designed to deal with the immediate problems of the membership and to begin to grapple with those issues which will face all workers in the coming years.

CWA is a union for the future because it has a well planned, vigorous program designed to provide union representation for unorganized workers.

CWA has grown from humble beginnings in 1938, when it was the National Federation of Telephone Workers, to one of the ten largest unions in the country. Membership has increased by 50 percent in the past ten years. The greatest growth in CWA in recent years has been among public and service workers. The union has organized white collar workers in the public sector, workers in the communications and information industry, and technical and professional workers.

CWA is a union for the future because of its extensive experience with a variety of employers, including a huge nationwide corporation.

CWA negotiates contracts with one of the largest corporations in the world, The American Telephone and Telegraph Company (AT&T), as well as small and medium-sized public and private employers in almost every state in the country. The union has rarely resorted to strikes, and has successfully negotiated contracts which improved the status of the membership while protecting the interests of the consumer and the public at large.

CWA is a union for the future because it is in the forefront dealing with the challenge presented by automation and computerization. The union stands for the protection of workers' rights from technological changes and the workers' involvement in the planning and introduction of such changes.

Throughout its labor-management relationship with employers, CWA has dealt with the issue of automation and the introduction of labor-saving devices. Presently, CWA and employers are discussing the increased use of computerized equipment which is revolutionizing the workplace and the character of work itself.

The union realizes that negotiations around this issue will have far-reaching implications for its members as well as society.

CWA is a union for the future because it is committed to the concept of "24-hour unionism" and is actively involved in building bridges between union members and the communities in which they work and live.

CWA recognizes that it has a responsibility to its members which extends beyond the improvement of wages, working conditions, and fringe benefits. Helping members in times of need is an objective of the union implemented locally through a network of Community Service Committees, which meet the human needs of members and their families and provide improved services to the larger community.

CWA is a union for the future because it has an active, nationwide, grassroots lobbying and political action program.

CWA has an active political program which extends from its Washington-based department of Government Relations, with a staff of professional legislative experts, to local Legislative-Political Committees in almost every state and hundreds of local communities. This extensive network keeps members informed on important political issues, encourages members to register to vote, and supports the election of candidates who will vote in the interests of working people.

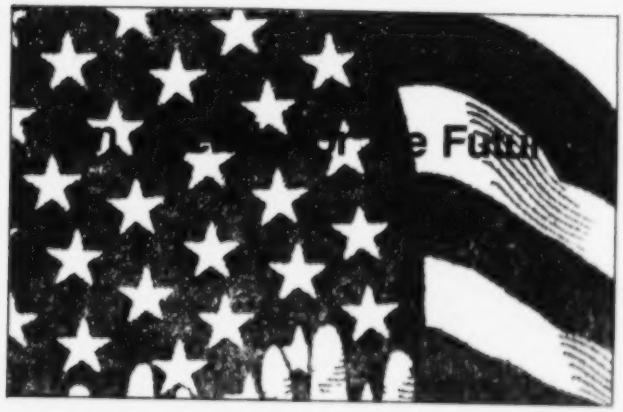
CWA is a union for the future because it is committed to and practices democratic procedures which make it possible to utilize the full strength of its entire membership, which extends into thousands of cities and towns throughout the United States.

CWA is a democratic union, from its headquarters in Washington, D.C., through its 900 locals and thousands of worksites spread across the country.

The CWA national convention is the highest governing body of the union. Delegates to the annual convention establish union policies and approve the budget. National officers are elected at the convention every three years. Delegates to the convention are elected by local union members with the number of delegates per local determined by the size of the membership. Membership meetings are held by CWA locals throughout the country. Members who attend these meetings vote to establish policies for the local. Local membership dues are established by the membership and may be changed only by secret ballots cast at a regularly scheduled meeting of the membership after due notice. The officers of each local are elected by a secret ballot election held every three years. Job stewards are elected by their peers or appointed by the local president with the approval of the executive board.

Today, CWA is strong and is growing stronger. The union continues to organize the unorganized and protect and extend the rights and benefits of its members.

The members of CWA, through their union, have enriched their lives. They have achieved gains in wages and fringe benefits and have improved their own working conditions. They have enhanced the quality of life for their neighbors through participation in community activities and political action.



Labor unions have done a stunning job of improving the working lives of their members, and they have done so with a high degree of creative adaption to rapidly changing economic conditions. Our entire society and the viability of the democratic way of life have benefited from the surge of unionism in the United States in the past 45 years.

What makes these union achievements even more impressive is the sense of responsibility that labor leaders have shown. Union leadership, on a local and national level, have worked both pragmatically and experimentally to solve the real problems confronting their members. They have combined a measure of idealism with a healthy degree of social purpose to achieve unprecedented advancements for all working people in this country.

Unions presently serve several specific purposes which have continued importance to American society:

- The presence of unions helps to gain general acceptance for the rates of pay and the working conditions that prevail throughout our system, including unorganized workplaces.
- Unions have taken the initiative in securing health and welfare benefits, pensions, and supplemental unemployment and severance compensation for their members. Unions have provided these benefits at a lower cost than their members could obtain themselves, and educated the rank-and-file and the nation as a whole on the value of such protection for working people.
- Unions have secured fairer treatment for their members at the workplace. They have made enormous strides toward eliminating malice and favoritism in dismissal, discipline, and promotion.
- Unions are the most potent organized body to represent the political interests of workers, women, minorities, the poor, and the disenfranchised. The labor movement has been the major force seeking to protect and extend social, economic, and political democracy to all Americans.

Labor has played a central role in the elevation of the American standard of living. The benefits which unions have negotiated for their members are enjoyed by millions of people outside the labor movement. It is often hard to remember that what we all too often take for granted—vacation with pay, holidays, health and welfare benefits, pensions—did not exist on any meaningful scale until unions fought and won them for working people.

The record is clear. Unions have served the needs of their members, the communities in which they live, and all working people.

There is, however, a new agenda the labor movement must address. It is comprised of issues which will arise as this century draws to a close. Unions must continue to be a *voice* and a *vote* for working people, and they must also be their *future*. Labor's responsibility in the years ahead is to adjust to new conditions, in order to continue to represent its members' interests and to contribute to the progress of our democratic society:

- Unions must face the challenge of automation which threatens to decrease the number of jobs in our system and demean those which remain. There must be an explicit commitment to human goals in addition to economic ones. The values of safety, dignity, and human development on the job should be as important as increased productivity.
- Unions must confront those forces which control the development, distribution, and use of energy in America and throughout the world. Our victories will be hollow if we can no longer heat our homes, drive our cars, or run our economic system because a few were too greedy or shortsighted.
- Unions must strive to assure that America is a good place to live for all citizens, not just the fully employed, but for the working poor, the unemployed, the unemployable, the sick, the handicapped, and older Americans.
- Unions must continue to struggle for the right of every American to have a job, an education, and medical care.
- Unions must unite with forces in their own communities to build coalitions which can begin to deal with the decay and dissolution facing so many neighborhoods in this nation. Community groups, neighborhood organizations, public and private agencies, and labor unions must band together to build their own future.

"What does labor want? We want more schoolhouses and less jails; more books and less arsenals; more learning and less vice; more constant work and less crime; more leisure and less greed; more justice and less revenge . . . ."

Samuel Gompers, President, American Federation of Labor, 1881 to 1924.

The labor movement in the United States has a long and rich history, which has been documented and celebrated in books, film, and music. The lives and struggles of working men and women and their unions have been portrayed and preserved so that all Americans can be aware of the role they played in the development of our democratic society.

Labor Books

A. Philip Randolph: A Biographical Portrait, by Jervis Anderson.

Mr. Randolph's significant role in the trade union and civil rights movements is a large part of this biography of the long-term head of the Brotherhood of Sleeping Car Porters.

American Labor Leaders, by Charles A. Madison.

A collection of biographies of labor leaders and their impact on the labor movement.

From Brass Knuckles to Briefcases: The Changing Art of Union-Busting in America. Center to Protect Workers Rights. Washington.

A detailed description of the newer methods used by employers and their consultants to discourage unionization.

History of American Labor, by Joseph G. Rayback.

Labor's growth against the background of American political, social, economic, and industrial history.

History of the Labor Movement in the United States, by Philip Foner.

"Undertakes to present a new interpretation of the history of the labor movement in the U.S. based on manuscripts, newspapers, pamphlets, and the existing monographic materials." Latest volume ends in 1915.

John L. Lewis, A Biography, by Melvyn Dubofsky and W. Van Tine.

A detailed account of the man and the union he led for four decades.

The Lean Years: A History of the American Worker, by Irving Bernstein.

Colorful and well-written account of what happened to labor and the worker in the 1920s and early 1930s. Discusses the efforts of the Hoover Administration to deal with mass unemployment and the evolvement of the conditions which led to the New Deal.

Mother Jones: The Most Dangerous Woman in America, by Linda Atkinson.

The latest work on a woman whose life was a commitment to the struggle of working people.

A Pictorial History of American Labor, by William Cahn.

The contributions of working men and women to America's growth are depicted in 750 illustrations.

Rebel Voices: An I.W.W. Anthology, by Joyce L. Kornbluh.

The history of the IWW as told by the "Wobblies" themselves through their tracts, pamphlets, newspapers, and magazines.

Samuel Gompers: Seventy Years of Life and Labor, autobiography.

Head of the American Federation of Labor for almost forty years.

The Strike in the American Novel, by Fay M. Blake.

This book is very useful to anyone interested in labor novels. It is a brief study of strikes in American literature from 1845 to 1945. An extremely valuable annotated bibliography of the novels covered is included.

Toil and Trouble: A History of Labor in the United States, by Thomas R. Brooks.

Traces workers from days of the early journeyment cordwainers to 1970.

We Were There: The Story of Working Women in America, by Barbara M. Wertheimer.

From pre-colonial times to the early twentieth century, the role of women at work and in the labor movement is described.

To check availability of these books, please consult your local public library.

Labor Films

Bullet Bargaining at Ludlow (1965)
Produced by KOA Radio-TV, Denver; available through AFL-CIO.

The Ludlow massacre symbolizes a violent period in labor history when for nearly a half century the big corporations refused to yield any portion of their total authority over workers. This TV documentary tells the story of the bloody fight between the Rockefeller-owned Colorado Fuel and Iron Company and the United Mine Workers in 1913.

The Inheritance (1964)
Produced by the Amalgamated Clothing Workers of America. Available through AFL-CIO

With a sweeping look at the 20th century, this film traces the long, bitter struggle of workers against economic exploitation. It portrays the mass demonstrations, picketing, sit-ins, the violence and death which occurred before the conflict was resolved in the legislative halls and across the bargaining table.

Labor Comes of Age (1969)
Produced by the American Broadcasting Company; available through AFL-CIO.

The great social legislation passed during the early days of the New Deal is the subject of this film. Illustrating the impact of the Wagner Act, the film incorporates original newsreel footage to report some of the major strikes of hte period and the political and union leaders involved.

Lamps in the Workplace (1973)
Produced by the U.S. Department of Labor; available through AFL-CIO

Union ballads tell of the long hours worked under miserable and dangerous conditions and how workers changed this picture through organizing and using their power to get protective laws passed. This film discusses some of the major laws protecting workers on the job, how laws are enforced by government inspectors and procedure for reporting violations of the law.

Land of Promise (1960)
Produced by the AFL-CIO; available through AFL-CIO

Produced for television on Labor Day, 1960. Using historical sequences and narrated by Ralph Bellamy, it highlights the struggle for national freedom and for economic and political development; includes contribution of the labor movement. The film includes the following topics: economic justice, industrial democracy, free public education, the abolition of child labor, pensions, paid holidays and other benefits.

Memorial Day Massacre of 1937 (1975)
Produced by Illinois Labor History Society; available through Illinois Labor History Society, 20 East Jackson, Chicago, Illinois 60604.

The film includes all of the documentary newsreel coverage that was taken at the scene of the massacre and puts the 1937 steel strike into a historical perspective. The film related the steel strike to other events of the period, including the great organizing drives of the 1930s and the birth of the United Steelworkers of America.

Miles of Smiles and Years of Struggle (1982)
Available through AFL-CIO.

The Sleeping Car Porters Union, an all black labor organization, grew with the development of the railroads in America. This is the story of the struggles of the black workers to gain recognition and dignity on the job, in the labor movement, and in their communities.

The Molly Maguires (1970)
Directed by Martin Ritt; available through AFL-CIO.

The story of the infamous Molly Maguires, the secret society of immigrant Irish miners who battled for better conditions in the Pennsylvania coalfields in the 1870s, and are infiltrated by a company detective and apprehended by the police.

Norma Rae (1979)
Directed by Martin Ritt; released by Twentieth Century Fox.

Seen through the eyes of a worker and professional organizer, this is the story of an organizing campaign in a textile mill in the South.

The Organizer (1964)
Directed by Mario Monicelli; starring Marcello Mastrianni, Renato Salvatori.

This Italian film has relevance to an American audience because it depicts the struggle of workers in the late 1800s to improve working conditions through striking. Although nothing is won in the end, the united strength of the workers has been felt for the first time.

Salt of the Earth (1954)
Directed by Herbert Biberman; available through Audio Brandon Films.

Still the best strike film. Semi-documentary recreation of a Chicano zinc miners' strike in which the wives of the workers play a large role.

Union Maids (1977)
Available through UAW.

Makes history come alive—history as it was lived and felt by individuals. The story unfolds through interviews with three remarkable women who came from the rank and file to become organizers during the 1930s. A realistic sense of the period is flashed through a great deal of archival footage, stills, and labor music of the 1930s and 1940s. A tribute to the courage and power of working class women everywhere.

We Didn't Want It to Happen This Way (1979)
Produced by the International Association of Machinists; available through AFL-CIO.

When a multinational corporation moves its production overseas, what happens to the workers and the community left behind? In this film, workers in the Zenith Corporation are interviewed after the corporation announced that they were moving production to Mexico and Taiwan. The film portrays the personal tragedy experienced by the workers.

With Babies and Banners (1978)
Produced by the Women's Labor History Film Project; available through UAW.

The significant role that women played in winning the General Motors sitdown strike of 1937 is told in this documentary film. Nine women who were leaders of the Women's Emergency Brigade tell their story with flashbacks using documentary footage of the strike. The film portrays the everyday life of working women during the 1930s, the problems they faced at home, on the job, and in the union.

With These Hands (1950)
Produced by International Ladies' Garment Workers; available through AFL-CIO

The early history of the garment workers is seen through the eyes of a cloak maker who lived through the bitter strikes for union recognition, the tragic Triangle Waist Company fire, and the struggle to resist Communist domination of the union. As he looks back, this rank and file member counts the gains which the union has brought in job security, better living conditions, pension, health and medical care.

To rent films, write

AFL-CIO Department of Education
815 16th Street, N.W., Room 407
Washington, D.C. 20006
Ask for a free copy of the AFL-CIO film catalogue

UAW Education Dept., Film Library
Solidarity House
8000 East Jefferson Avenue
Detroit, Michigan 48214

Films, Inc. (Audio-Brandon)
440 Park Avenue South
New York, New York 10016

Swank Motion Pictures Inc.
60 Bethpage Road
Hicksville, New York 11801

Labor Music

Bound for Glory, by Woody Guthrie

An autobiography of Woody Guthrie who traveled across the country riding freights and walking, carrying his guitar, and writing and playing songs about the people he saw. Recently made into a movie.

"*Bread and Roses*". Words by James Oppenheim.

Inspired by the banners carried during the strike in Lawrence, Massachusetts, in 1912. Found in *Songs of Work and Protest* and *Working Women's Music*.

"*Joe Hill*". Words by Alfred Hayes, music by Earl Robinson.

Moving song written after Joe Hill's death, commemorates his battle for labor rights. Found in *Songs that Changed the World* and *Songs of Work and Protest*.

"*Solidarity Forever*", by Ralph Chaplin.

Most popular union song and the anthem of the American labor movement. Found in *Songs that Changed the World*, *Songs of Work and Protest*, and *Working Women's Music*.

Songs of Work and Protest, by Edith Fowke and Joe Glazer.

100 songs with historical notes. Sections: Solidarity Forever; On the Line; Down in a Coal Mine; Hard Times in the Mill; Take This Hammer; Men of the Soil; Blow Ye Winds in the Morning; Hard Traveling; The Rich Man and the Poor Man; O Freedom; These Things Shall Be. Contains an extensive record list of important albums of labor songs.

"*Union Maid*", by Woody Guthrie.

Sung to the tune of "Red Wing", written during an early mill strike. Found on *Songs that Changed the World* and *Songs of Work and Protest*.

Working Women's Music, by Evelyn Alloy.

The songs and struggles of women in the cotton mills, textile plants, and needle trades. Complete with music for singing and playing of 38 songs. Divided into 5 sections: Early Industrialization; Industrial Expansion; Labor Revolts and Organizes; Runaway; The Textile Industry Moves South; Black Workers; and Current Struggles and the Future.

"Union members are like other members of churches, fraternal organizations, and political clubs. In fact, they are, of course, the same people."

Jack Barbash, The Practice of Unionism

CWA

TRAINING DEPARTMENT

Communications Workers of America
AFL-CIO

1925 K Street, N.W.
Washington, D.C. 20006

UFCW

October 18, 1984

TO UFCW LOCAL UNIONS

Dear Brothers and Sisters:

Most young people going to work for the first time have had very limited exposure to unions: in the main their impressions and attitudes have been formed by family, peers, school, and the media. Since they start off with all sorts of misconceptions, it is difficult to win them over in organizing campaigns and they are prone to become disgruntled members in our unionized stores and shops.

We need to talk with these young people, starting even before they enter the work force, so they get a more realistic and positive understanding of unions. Corporations understand this: they spend large sums of money on audiovisual and other teaching materials lauding the role of business in the economy, and they make these materials readily available to school systems, reinforcing the images with periodic classroom visits.

The business community makes this effort because they know attitudes are greatly influenced in the school environment. A good example of this was reported in the Wall Street Journal on July 17, 1984. A study of two colleges in Baltimore, Maryland measured the impact of anti-union films on student attitudes towards unions. Before they watched "Working Without Unions" 20 percent of the students said they were pro-union: afterwards, only 6 percent felt the same way. The 68 percent who called themselves anti-union before the movie, increased to 85 percent afterwards.

The labor movement needs to make a similar effort to bring the union message to high school and college students. UFCW has taken the first step towards this goal. In cooperation with the American Federation of Teachers and the National Education Association, we tested Organizing: The Road to Dignity in the Boston, Massachusetts and Prince Georges County, Maryland school systems, and in a Girls Club in Dallas, Texas.

In each school, one class saw the film, while another saw the film followed by a visit from a local union representative. The Dallas Girls' Club saw the film only. Every student completed an initial survey which established a benchmark for the attitudes about unions in that class, and a follow-up survey which measured the impact of the film and representatives on those attitudes.

William H. Wynn
International
President

Anthony J. Lutty
International
Secretary-Treasurer

United Food & Commercial Workers
International Union, AFL-CIO & CLC
1775 K Street, N.W.
Washington, D.C. 20006
(202) 223-3111

The impact on the students was dramatic. For example, in response to the question are union workers better off, worse off, or about the same as non-union workers, the pro-union shift was 27 percent as a result of seeing the movie. More startling was the impact on students who are working part time or desire work part time. It switched the majority from anti-union to pro-union! Before seeing Road to Dignity, 52 percent of these part-time and potential part-time workers were anti-union, while only 38 percent supported unionism. After the film, 23 percent were anti-union and 69 percent were pro-union.

In addition, the follow-up visitation by a local union representative had a net positive effect on 10 percent of the students.

The pilot project proves we can have a significant impact on students' attitudes towards unions. Our task now is to implement the program on a broad scale throughout America.

For many locals this is not new. Many have sent representatives to schools to talk with students. But in the overwhelming number of cases, these visits have been sporadic. Never have they been backed by supportive visual aids such as Organizing: The Road to Dignity, which goes to the question of why people join unions, gives a rudimentary introduction to the operation of the federal labor laws, and gives an outstanding introduction to UFCW.

What we have in mind is a vigorous, ongoing program, which is incorporated into the school curriculum. We learned from the pilot project that although this goal isn't easy to attain, it is definitely achievable.

The key is in the first step. The local must contact and involve the teacher organization that has collective bargaining in that school district. They should see the film and review the supportive teacher materials, copies of which are also enclosed in this packet. Extra copies of the film and supportive materials can be purchased for $15.00 each. The local NEA or AFT group will know which level of supervision in the school district needs to be brought into the discussion and how to facilitate the establishment of this program as an ongoing part of the curriculum.

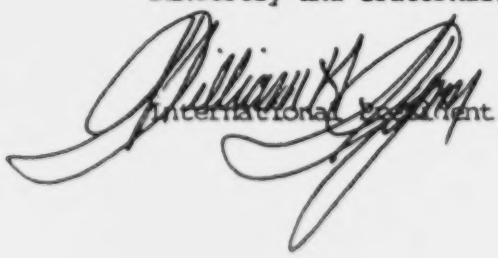
As a further aid, we have directed advance publicity to social studies and vocational education teachers via advertisements in their national journals, a special exhibit at their regional conferences, and a targeted direct mailing to 25,000 teachers, librarians, and youth leaders.

We believe UFCW has been an innovative force for many new programs in the labor movement. This project will thrust us to the forward spot again, as we have demonstrated that this type of effort can and does have a positive impact on labor's image.

We have asked the Regional Directors to discuss the progress of this project with the local unions on a regular basis. We look forward to their reports.

With best wishes, I remain

Sincerely and fraternally,



International President

Enclosures

TV, RADIO, NEWSPAPERS

ORGANIZING:
THE ROAD TO DIGNITY

For further information, contact:
Susan Stockdale or Sharon Statham
(202) 466-5430

June 15, 1984

UNITED FOOD AND COMMERCIAL WORKERS UNION COMMUNICATES WITH YOUNG THROUGH VIDEOTAPE PROJECT

The United Food and Commercial Workers Union (UFCW) has produced a videotape, "Organizing: The Road to Dignity", and accompanying curriculum materials to teach young people about unions and the nation's labor laws. The materials encourage teachers to prepare their students for the world of work and ask: Do your students know the real facts of life?

UFCW President William Wynn explained, "We felt that there was a lack of information among young Americans about our nation's labor laws and the trade union movement. We developed the videotape project as a dramatic means of educating them about the National Labor Relations Act, and the way Americans organize unions and bargain in good faith with their employers."

UFCW represents workers in supermarkets, food processing plants, department stores and other workplaces, and has a membership of 1.3 million people in the U.S. and Canada. The Union is a result of the 1979 merger of the Retail Clerks and the Amalgamated Meat Cutters.

The "actors" in the "Organizing: The Road to Dignity" videotape are really UFCW members—a worker in a poultry processing plant, a checker in a retail food store and a salesperson in a retail department store. They recreate the experiences they had organizing their workplaces and engaging in collective bargaining for a contract.

- more -

"ORGANIZING: THE ROAD TO DIGNITY" is a project of the United Food and Commercial Workers Union.
1725 K Street, N.W. • Suite 1003 • Washington, D.C. 20006

Curriculum materials include information about U.S. labor history and laws for students, and a teacher's guide with suggested lesson plans and activities. A brochure that explains wage and hour laws and a display poster, published in cooperation with the National Football League Players Association, are also part of the classroom package.

In addition to high school teachers, UFCW is making the package available to teachers in vocational arts and junior colleges, to libraries and to youth and other organizations. It is being promoted at teachers' conference exhibitions, and through a series of print advertisements and a direct mail appeal directed to teachers. The package costs $15, and can be obtained by sending a check or money order payable to "Organizing: The Road to Dignity", 1725 K Street, N.W., Suite 1003, Washington, D.C. 20006.

Wynn noted, "Communication has become essential in the 80's. The "Organizing: The Road to Dignity" videotape project reflects UFCW's interest in exploring new ways to communicate with the public about unions—their history, their spirit, and the role they can play in people's lives today."

# # #

ORGANIZING:
THE ROAD TO DIGNITY

SENT TO EDUCATION ORGANIZATION

For further information, contact:
Susan Stockdale or Sharon Statham
(202) 466-5430

June 15, 1984

UNITED FOOD AND COMMERCIAL WORKERS UNION PRODUCES VIDEOTAPE PROJECT TO REACH YOUNG PEOPLE

The United Food and Commercial Workers Union (UFCW) has produced a videotape, "Organizing: The Road to Dignity", and accompanying curriculum materials to teach young people about unions and U.S. labor laws, and help them prepare for the world of work.

UFCW President William Wynn explained, "We know that most young people out of high school will take their first jobs in retailing, food stores and fast food restaurants, and will need to know about their rights as workers. We believe there is a lack of information available to them about their rights under the National Labor Relations Act, and about our nation's labor history. The "Organizing: The Road to Dignity" project is an effort to provide that information."

UFCW represents workers in supermarkets, food processing plants, department stores and other workplaces, and has a membership of 1.3 million people in the U.S. and Canada. The Union is a result of the 1979 merger of the Retail Clerks and the Amalgamated Meat Cutters.

The videotape, "Organizing: The Road to Dignity," describes the National Labor Relations Act, and the way Americans organize unions and bargain in good faith with their employers. The "actors" in the videotape are really UFCW members—a worker in a poultry processing plant, a checker in a retail food store

- more -

and a salesperson in a retail department store. They recreate the experiences they had organizing their workplaces and engaging in collective bargaining for a contract.

Curriculum materials include information about U.S. labor history and laws for students, and a teacher's guide with suggested lesson plans and activities. A brochure that explains wage and hour laws and a display poster, published in cooperation with the National Football League Players Association, are also part of the classroom package.

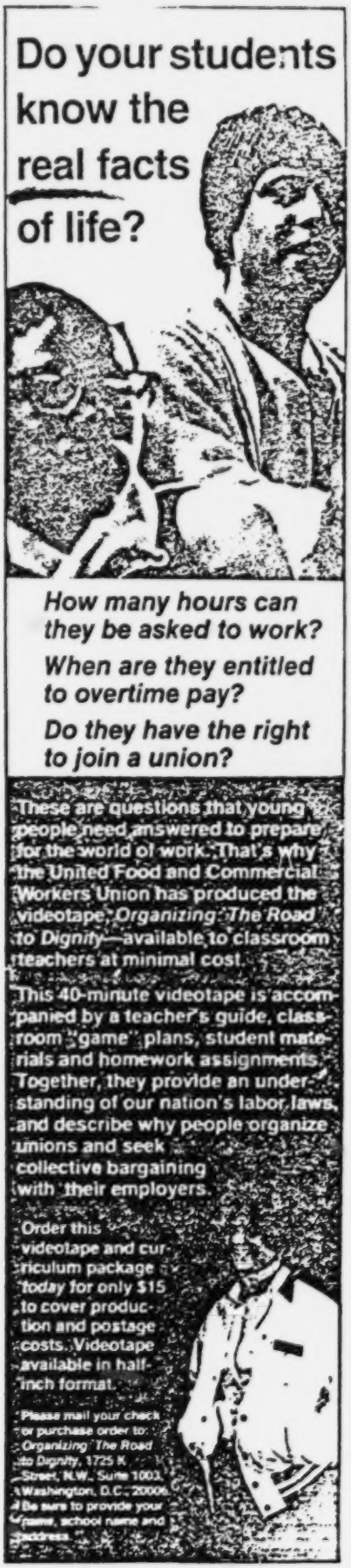
UFCW is reaching out to teachers in high schools, vocational arts and junior colleges, and to youth leaders at libraries and other organizations with the package. It is using the pitch "Do your students know the real facts of life?" to encourage these adults to help prepare young people for the world of work. The package costs $15, and can be obtained by sending a check or money order payable to "Organizing: The Road to Dignity", 1725 K Street, N.W., Suite 1003, Washington, D.C. 20006.

Wynn noted, "Communication has become essential in the 80's. The "Organizing: The Road to Dignity" videotape project reflects UFCW's interest in exploring new ways to communicate with the public about unions—their history, their spirit, and the role they can play in people's lives today."

# # #

APPENDIX C

Print Advertisement


Do your students know the real facts of life?
How many hours can they be asked to work?
When are they entitled to overtime pay?
Do they have the right to join a union?
These are questions that young people need answered to prepare for the world of work. That's why the United Food and Commercial Workers Union has produced the videotape "Organizing: The Road to Dignity"—available to classroom teachers at minimal cost.
This 40-minute videotape is accompanied by a teacher's guide, classroom "game" plans, student materials and homework assignments. Together, they provide an understanding of our nation's labor laws, and describe why people organize unions and seek collective bargaining with their employers.
Order this videotape and curriculum package today for only $15 to cover production and postage costs. Videotape available in half-inch format.
Please mail your check or purchase order to: "Organizing: The Road to Dignity," 1725 K Street, N.W., Suite 1003, Washington, D.C. 20006. Be sure to provide your name, school name and address.

At Hellgate High School in Missoula, Mont., Marty York follows a unit on the rise of industry and labor organizing with a collective bargaining simulation that draws on the local lumber industry. She concludes. "And kids love it—it's about their families and communities. It's their history."

—*Heidi Steffens*

lives," she adds. We study why 10-year-old children labored 14-hour days in coal mines and textile mills—and why my students are in school, instead of working, today.

Teaching Labor History: Help Is Available

Textbooks give short shrift to the story of working Americans, but Association members have found there's a wealth of classroom materials and other resources available in libraries and from unions.

Books

Bread—and Roses: The Struggle of American Labor, 1865-1915. Milton Meltzer. New American Library, 1977. About $3. A highly readable (grade 7 up) and informative history of the American labor movement.

Labor's Untold Story. Richard Boyer and Herbert Morais. Available in English and Spanish. $5.50 plus 90¢ shipping. Book Dept., United Electrical Workers, 11 E. 51st St., New York, NY 10022. Readable history of the U.S. labor movement from Civil War to early 1950s.

The Labor Wars: From the Molly Maguires to the Sitdowns. Sidney Lens. Doubleday, 1973. Out of print, available in libraries. Very readable (high school) account of workers' struggle for dignity.

Mill Child: The Story of Child Labor in America. Ruth Holland. Crowell-Collier, 1970. About $8. A highly readable (grade 5 up) history of child labor—with poignant photos.

Teaching Unit

Unions, Strikes, and Negotiations. Lee Marsh, 143 Lexington St., Weston, MA 02193. $5. Originally published in the *New England Social Studies Bulletin.* Marsh's negotiations exercise for high school students is based on conditions leading to 1912 Lawrence Strike.

Films

Many films are available—in 16mm or videotape—from the ***AFL-CIO Education Department,*** 815 16th St., N.W., Washington, DC 20006. Rentals are $5 or $10, and a free catalog is available. University and public libraries are also good film sources.

With Babies and Banners. Women's Labor History Film Project. 45 minutes. Available from AFL-CIO. Through interviews with active participants and documentary footage, this dramatic film explores role of women in the historic 1937 General Motors sit-down strike.

The Inheritance. Amalgamated Clothing Workers of America, 15 Union Square, New York, NY 10003. 60 minutes. Rental: $15. Dramatic and sweeping review of U.S. labor struggles in the 20th century.

Modern Times. Charlie Chaplin. 90 minutes. Available in many libraries. After the laughter dies down, this Chaplin classic provides material for serious discussion of assembly line pace, scientific management theories, lockouts, and the Depression.

Organizing: The Road to Dignity. United Food and Commercial Workers, Office of Education, 1775 K St., N.W., Washington, DC 20036. 40-minute videotape. Purchase: $15 for tape and accompanying teacher and student guides. Explores how today's workers organize a union and negotiate a contract—through the words of workers on the job.

Salt of the Earth. Herbert Beberman. 94 minutes. Available in university libraries. Story of a copper miners' strike in New Mexico, this 1954 film classic portrays life in a company town, decisions faced by the union, the crucial role of women, and discrimination against Chicano miners.

Union Maids. New Day Films, Box 315, Franklin, NJ 07417. 48 minutes. Rental: $70. Available in university libraries. Interviews and rare historical footage tell the story of three women union organizers in the 1930s.

Records

American Industrial Ballads, Pete Seeger; ***Talking Union,*** Pete Seeger and the Almanac Singers; ***Tipple, Loom and Rail: Songs of the Industrialization of the South,*** Mike Seeger. Folkways Records, 632 Broadway, New York, NY 10012. These and other albums of U.S. labor songs include notes on the historical context of each song. About $10 per album. Free catalog available.

General Resources

American Working Class History Project, Graduate Center of the City University, 33 W. 42nd St., New York, NY 10036. This project is developing a multimedia curriculum that will cover all of U.S. history, emphasizing the role of working Americans. Text is geared for community colleges; audiovisual materials are suitable for secondary schools. Write for free newsletter.

The Bread and Roses Cultural Project, Suite 1905, 330 W. 42nd St., New York, NY 10036. Posters, books, records, and photographs on labor at reasonable cost. Write for descriptive brochure.

Social Studies School Service Labor Studies Catalog, 10,000 Culver Blvd., Dept. M-3, P.O. Box 802, Culver City, CA 90230. Free catalog lists wide array of audiovisual materials, books, records, and classroom kits on labor.

TIPS TO PROTECT YOUR CHILDREN

Teach them to:

- Not let anyone know when they are home alone
- Never go anywhere with anyone — even a friend — without permission
- "Buddy up" and go in pairs to the park or the store
- Tell you when any adult asks him or her to "keep a secret," asks too many questions or wants to give a gift or take his/her picture
- Understand that strangers are people they don't know very well, not people they have never seen. Although they see them every day on their way to school or in the grocery market, they can still be strangers
- Know how to use a telephone and to call an operator
- Know their full name, phone number and address, including the state

Post the telephone number of the National Center for Missing and Exploited Children. This toll free number (800) 843-5678 can be used by missing children or people with leads on missing children.

LET'S TEACH OUR CHILDREN HOW TO KEEP THEMSELVES SAFE

COMMUNITY ACTION PROGRAM

AFSCME
in the public service

1625 L Street, N.W., Washington, D.C. 20036
(202) 429-5097

AFSCME SUPPORTS ALL EFFORTS TO KEEP CHILDREN SAFE IN OUR COMMUNITIES

Keep the following information on your child — current and easy to find:

1) A social security number
2) A copy of your child's fingerprints and palm prints
3) All dental records
4) All medical records
5) A lock of hair
6) Record of child's blood type
7) Height of child — dated
8) Weight of child — dated
9) Record of all scars, birthmarks, or other identifying features
10) Recent pictures or videotapes of child
11) Have social security number and/or names marked in items child always has in possession, i.e., eyeglasses

Post the telephone number of the National Center for Missing and Exploited Children. This toll free number (800) 843-5678 can be used by missing children or people with leads on missing children.

COMMUNITY ACTION PROGRAM

AFSCME
In the public service

1625 L Street, N.W., Washington, D.C. 20036
(202) 429-5097

Reading: You and Your Children

You are the most important teacher to your children. Your attitudes toward and values about reading, learning and school affect your children's level of interest. Below are some suggestions for encouraging your children to develop healthy interests in reading:

(1) **Find books and magazines related to their interests** – they will be more likely to read them.

(2) **Subscribe to magazines** in your children's own names.

(3) **Make regular trips to the library with your children.** Help them become familiar with everything the library offers.

(4) Set aside time on several occasions per week to **read to and with your children.**

(5) **Discuss with your children the books they have read** – what they liked, didn't like, and what they would have changed if they had written the story.

(6) **Read signs and labels in your children's environment.** Encourage them to read the same signs to you. This includes road signs as well as toothpaste labels or cereal boxes.

(7) Encourage your children to **develop scrapbooks on topics of interest** to them. Include pictures, articles in magazines, etc., that relate to that topic.

(8) **Write notes to your child** –– where you are going, a task that needs to be done, telephone messages.

(9) **Encourage them to write letters to friends and relatives.**

(10) Offer to **tape your children while they are reading.** Many children enjoy hearing how they sound on a tape recorder.

(11) Keep the television set in a location away from the children's reading area to **reduce distractions and temptations.**

(12) **Buy children's encyclopedias and dictionaries.** Encourage your children to use them to find out specific information or simply brouse through them to learn.

***Adapted from Coalition for Literacy "Help Your Child Succeed in Reading."**

COMMUNITY ACTION PROGRAM

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1625 L St., N.W., Washington, D.C. 20036, (202) 429-5097.

STATE FEDERATIONS

Many of our AFL-CIO State Federations are involved in outreach programs with the schools. Such programs include active Education Committees that develop labor in the schools curriculum materials, scholarship programs for high school graduates and labor history workshops for delegates to state federation conventions.

Fourteen state federations offer scholarships for high school students. Each year, for example, the California and Massachusetts state bodies offer dozens of scholarships based in part on a special examination dealing with a labor topic. Other state federations, such as Pennsylvania, require applicants for their scholarships to write an essay on a topic selected by their Education Committee.

The Pennsylvania and New York state federations have also developed and circulated materials for use in the schools. In addition, the delegates to those state federation conventions have had the opportunity to attend workshops on labor history and labor in the schools.

In Wisconsin, the state body gives a one-day seminar for union staff on **Teaching Union Leaders About Unions**. The seminar, hosted by a central body, covers general and local union history and prepares union staff to speak at schools. Some of the materials given out by the Wisconsin State AFL-CIO are included in this section. Two publications distributed at the seminar, **Why Unions?** and **This Is The AFL-CIO** are available from the AFL-CIO Pamphlet Division.

Wisconsin State AFL-CIO

CHARTERED 1958

6333 W. BLUE MOUND RD., MILWAUKEE, WISCONSIN 53213 PHONE 771-0700

John W. Schmitt, President • Joseph A. Gruber, Exec. Vice President • Jack B. Reihl, Secretary-Treasurer

JAN 7 1985

June 5, 1985

Ms. Dorothy Shields, Director
AFL-CIO Department of Education
815 Sixteenth Street, N.W.
Washington, D.C. 20006

Dear Sister Shields:

Enclosed you will find some of the material George Daitsman and I developed for "Teaching Union Leaders About Unions". It's an all day session and we bring in staff people from the various types of Unions, i.e., Building Trades, Industrial, Public Employes and Service, to teach about their particular craft or Union. We give them a little Union History. We ask them to learn the local area Union History and once they go through the course, we tell them they know more about Labor and Labor History than anyone else in their area and that includes teachers, lawyers, doctors, you name it.

This gets them ready to speak at schools or any organization in their area. We also ask the Labor Council to send out letters or advertise to let it be known that they have people who are willing to speak to their schools or organizations about Labor and Labor History. It's better to have local area people speaking at local area schools and organizations. They relate better.

I hope this material will be of some help for you.

Fraternally yours,

Joseph A. Gruber
Executive Vice President

WISCONSIN STATE AFL-CIO

JG/pas

Enclosures

cc: George Daitsman, AIW Int'l, AFL-CIO

WISCONSIN STATE AFL-CIO

A QUICK GLANCE AT AMERICAN LABOR HISTORY

(most of which you probably never saw in your history books)

1619 - First slaves imported by force to the Western Hemisphere. Hundreds of slave revolts took place btween this time and the Civil War.

1786 - The Philadelphia printers conducted the first strike for higher wages in the United States.

1806 - The Courts declared unions to be criminal conspiracies. Cordwainers (shoemakers) were fined for conducting a strike.

1828 - Workingmens Party organized to campaign for better conditions through the political process. It lasted only four years. Among its issues was a demand for free public education.

1842 - A Court decision (Commonwealth vs. Hunt) declared unions to be legal if they sought legal demands.

1866 - National Labor Union was formed to unite all existing unions. It lasted only four years.

1869 - Knights of Labor was organized as a national union combining skilled and unskilled workers and small businessmen. One of its main issues was to seek shorter working weeks.

1886 - American Federation of Labor was organized to unite all craft unions.

1886 - A rally for the 8 hour day at Haymarket Square in Chicago wound up with a bomb exploding, killing and wounding policemen. Labor leaders were charged with the crime, and were tried. Some were hung and others received long prison term even though none could possibly have committed the crime.

1892 - Homestead strike at Carnegie Steel resulted in management inspired violence. Ironworkers Union was destroyed.

1894 - Nationwide strike against the railroads, led by Eugene V. Debs, started at the Pullman Company. Strike led to violence at many rail centers and was defeated by the use of injunctions. American Railway Union was destroyed.

1905 - Industrial Workers of the World (IWW - or "Wobblies") was organized among unskilled workers in metal mines, factories and farms. This militant union was destroyed (though remnants still exist) through government crackdowns on the union as "dissidents" during and after World War I.

1911 - Fire at Triangle Shirt Waist factory in New York killed 146 workers who couldn't leave the plant because they were locked in to guarantee that they stayed at work. This led to a slight improvement in working conditions.

1913 - Department of Labor was established by law.

1914 - The Ludlow massacre occurred, in which union miners, their wives and children were slaughtered by Colorado Fuel and Iron Company guards and militiamen during a strike against the Rockefeller owned company.

1925 - Joe Hill, organizer for the IWW and writer of union songs, was executed on a framed murder charge in Utah.

1926 - Railway Labor Act was passed to require employers to bargain with railroad unions. Machinery for mediation and arbitration was established.

1931 - Davis-Bacon Act was passed to insure that construction workers employed on government work would receive the prevailing wage.

1932 - The Norris-LaGuardia Act was passed to outlaw the use, by employers, of "Yellow dog contracts" in which workers were forced to promise to refrain from joining unions while working for the employer.
- First state unemployment compensation law was passed in Wisconsin.

1935 - The National Labor Relations Act (Wagner Act) was passed to protect workers' right to organize into unions without management interference.
- John L. Lewis formed the Committee on Industrial Organizations as part of the AFL.

1937 - Long strikes by industrial unions forced big companies to recognize unions and brought about collective bargaining under the law.
- The Committee on Industrial Organizations left the AFL and became the Congress of Industrial Organizations (CIO).

1938 - The Fair Labor Standards Act was passed, establishing a minimum wage of 25¢ an hour for covered employees and requiring employers to pay wages at time and one half after 40 hours a week.

1947 - The Taft-Hartley Act was passed over President Truman's veto. It replaced the National Labor Relations Act with the National Labor-Management Relations Act and severely weakened the unions ability to organize and retain workers as members in the face of ever-increasing management resistance. It permitted states to be exempt from union shop requirements if they wished, and 20 of the states quickly passed anti-union shop laws.

1955 - George Meany and Walter Reuther brought their organizations together to form the 16,000,000 member AFL-CIO.

1959 - The Landrum-Griffin Act was passed allegedly to provide more democracy for members of unions, but actually to provide more federal controls over union activity. The law encouraged workers to take exception to their local union activities.

1962 - Federal workers were granted the right to organize and bargain collectively.

1963 - Wyoming's passage of anti-union shop legislation brought to 20 the number of states where unions and management was forbidden to negotiate union shop agreements, thus providing encouragement to employers to run away from their unionized employees in other states and set up shops in the states where these so-called "right-to-work" laws existed. The "right-to-work" title is a misnomer, coined in an advertising company office, which gives the impression that workers have a legal right to a job in the state, which is untrue. The only right granted by these laws is the right to "sponge" off the other workers whose dues and activities enable the unions to get improved wages and benefits for everybody through collective bargaining.

1964 - The Civil Rights Act was passed to outlaw discrimination in hiring and promotion due to race, sex, color or religion.

1966 - California farm workers, led by Cesar Chavez, joined the AFL-CIO and established a nationwide boycott of various products in order to win recognition from employers.

1968 - Age Discrimination in Employment Act was passed to outlaw discrimination against workers between the ages of 40 and 65.

1970 - The Occupational Safety and Health Act was passed to establish protections against injury and illness in the nation's industrial plants.

1974 - Unions began to organize successfully in the sunbelt states which have resisted, with the aid of anti-union shop laws. Amalgamated Clothing Workers organizers were successful at Farah after a 21 month strike in Texas. The Steelworkers, Molders, Auto Workers, Rubber Workers and others have been successful since then in large plants and even the J. P. Stevens Company has begun to show some cracks in its anti-union armor.

Today - Organized labor will continue its struggle for industrial and political democracy.

International Union, Allied Industrial Workers of America, AFL-CIO
opeiu #9
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ORGANIZED LABOR IN AMERICA

Labor unions are one of the most significant of all the major groups that make up the society we have in these United States.

Yet, it is a fact that in the vast majority of American History textbooks, the role of Organized Labor is given very scant attention, if any at all. Students in all our schools often get a distorted and decidedly unfavorable view of the American Labor Movement.

This is particularly ironic when you consider that the Organized Labor Movement spearheaded the fight to establish the free public school system here in this country. Most textbooks on this subject seem to credit Horace Mann with almost singlehandedly founding the system.

ORGANIZED LABOR--A Bit Of History

The life of every person in this country, whether they be a student, housewife, businessman, professional person, politician, or a worker, is affected directly or indirectly by the existence and activities of Labor Organizations.

And, this will continue to be so as long as we have a democratic form of government and a system of free enterprise....in other words a competitive society. The existence of unions is a hallmark of a free society.

The beginnings of trade unionism in this country apparently was in 1724 when masters and journeymen carpenters formed the "Carpenters Company of Philadelphia", set up a "Book of Prices" and would not work with non-union members. They also initiated the practice of insurance, death benefits and assistance to unemployed members.

From this humble beginning....unions in this country have grown to a combined membership in excess of 17,000,000....probably 18 to 19 million.

The first really permanent nationwide organization of unions...the American Federation of Labor.....was founded in 1886 in Columbus, Ohio.

Formation of this federation--now known as the American Federation of Labor and Congress of Industrial Organizations....was preceded by many years of struggle and strife. Employers bitterly fought unions....on the industrial and job site fronts, in the state legislatures, the Congress and the Courts.

Men and women fought and some died in many of these struggles.

Anyone interested in the history of Organized Labor...in the role Organized Labor played in helping to make these United States the leading nation in the world...and the role Organized Labor played in helping to establish the American Standard of Living...the envy of the world...should take time to delve into labor history. It is not dull reading.

Organized Labor in America (cont.)

Those who take the time will read about the work days in the early and not so early days of our nation....that usually ran from before dawn to after dusk. The story of child labor is a pathetic and heartrendering one.

It was wage slavery....with workers having little or no rights. Workers were called "servants" and employers "masters".

At one time, it was a crime to form a union. Unions were called conspiracies. Workers were thrown into jail for debt.

WHY UNIONS WERE FORMED

Throughout the history of Organized Labor, the main thrust of union organizations has been the same: To earn more pay....to reduce the hours of employment....to gain security....to achieve human dignity through collective action without regard to race, color, creed, sex or national origin.

Working people have learned the hard way that better wages, reduced hours of employment and better conditions in the workplace will not be handed to them by a benevolent employer. They know that they must band together and collectively approach their employer and demand these things.

Working people have also learned the hard way that what they gain through negotiations on the economic level can frequently be taken away from them on the legislative level. They learned through bitter experience that anti-labor legislation could cripple their efforts for a better life in the workplace.

Laws permitting injunctions, imprisonment for debt, denying them the right to organize into unions, allowing unsafe and unsanitary working conditions, etc. stymied their efforts. They had to engage in political action to defend themselves and also to achieve their own goals. In the early days, one must have been a property owner to vote or run for political office.

Those who say that Organized Labor should stay out of politics should review their history....Labor was forced to enter the political arena. Organized Labor had no choice. And Organized Labor is in politics and will remain in politics as long as we have a democratic form of government.

RELATIONSHIP OF LOCAL, STATE AND NATIONAL UNION STRUCTURES

To anyone not acquainted with the field of Organized Labor....how the various segments fit together and operate can be confusing.

However, the structure of the Organized Labor Movement--as represented by the AFL-CIO--is a very logical and democratic one. Let's consider this AFL-CIO Structure.

Organized Labor in America (cont.)

THE LOCAL UNION

The basic segment of the AFL-CIO is the local union....be it a local of carpenters....of machinists....painters....printers....waitresses and bartenders....sailors....government employees.

A local union is composed of workers in the same line of work or the same plant banded together to secure and maintain better wages, hours and working conditions in their trade....factory....profession....hotel....etc.

Each local union is organized democratically....one person, one vote. They elect their own officers....select committees and function in a democratic manner. All officers are elected by the membership....as are bargaining committees....and they must stand for re-election periodically.

THE INTERNATIONAL UNION

These local unions are also affiliates of an International or National Union. For instance, local carpenter unions are affiliates of the International Brotherhood of Carpenters and Joiners of America.

These International Unions have officers elected at periodic conventions composed of delegates from the local unions all over the nation (some including Canada). At these conventions, the delegates decide on the policies and programs they want the International Union to promote.

Officers and Representatives of the International Union service the local unions....assisting them with their problems....keep them informed with what is going on in their particular line of work....with legislation affecting them....and frequently lobbies for favorable legislation.

Many International Unions have established strike assistance and pension programs and administer them for their members.

THE NATIONAL AFL-CIO

Next, International Unions become affiliated with the American Federation of Labor and Congress of Industrial Organizations....the national government of the AFL-CIO Movement. It is, however, a voluntary national organization. No International is forced in any way to become affiliated with the National AFL-CIO.

It is the International Unions which are affiliated with the AFL-CIO....not the individual local unions. The individual local union is directly affiliated with its International Union and through it to the National AFL-CIO.

Organized Labor in America (cont.)

The structure of the National AFL-CIO consists of a President----presently Lane Kirkland....a Secretary-Treasurer....an Executive Council and a staff of assistants. All but the staff members are elected at the National AFL-CIO Conventions.

The National AFL-CIO Conventions are made up of elected delegates from International and National Unions. The policies and the programs of the National AFL-CIO are decided by the delegates at the convention....via resolutions and statements of positions.

The National AFL-CIO is the national voice of the movement. AFL-CIO Legislative Representatives work to secure legislation that will benefit the workers of the nation. Incidentally, it is one of the most effective legislative programs carried on in our nation's capital.

The National AFL-CIO through its COPE Program also works hard at election time seeking to assist in the election of Congressmen who are friendly to labor's program and to defeat those Congressmen whose votes indicate they are unfriendly.

The overall aim of the National AFL-CIO is to do what it can to aid and assist workers in securing and maintaining better wages, improved hours and working conditions...to try and make the United States a better place in which to live.

This then is the basic structure of the AFL-CIO. From the local union....to the International Union....then on to the National AFL-CIO.

THE WISCONSIN STATE AFL-CIO

All of the above being so....where does the Wisconsin State AFL-CIO and the local Central Labor Councils come in?

In each state of the union, plus Puerto Rico, the AFL-CIO unions....be they carpenters, machinists, factory workers, public employes, musicians, etc., have banded together to establish a State AFL-CIO Labor Council designed to look afer the best interests of union members on a state level.

Every two years elected delegates of the AFL-CIO unions in Wisconsin assemble in a convention--a sort of state legislature of the union movement. Every four years they elect a state President, Vice President, Secretary-Treasurer and an Executive Board. These conduct the activities of the state organization during their term of office.

The convention is the supreme authority in all matters of concern to the Wisconsin State AFL-CIO. The policies and programs that the officers follow between election-year conventions are determined by the delegates through the resolutions they adopt.

The President of the State AFL-CIO is the top spokesman for the organization in the state. He also supervises the Staff Representatives who carry out services to the Building Trades Locals, Time and Motion Study plus Job Evaluation for Local Unions, Community Services Programs, etc.

Organized Labor in America (cont.)

The President, usually, acts as the spokesman for the organization before union conventions and conferences, public bodies, dinners and banquets, at universities, etc. He presides at the Biennial Conventions, Conferences and Executive Board Meetings.

The Executive Vice President handles the Political Action Programs of the State AFL-CIO; presides at meetings when the President is absent, and, carries out other duties assigned to him from time to time.

The Secretary-Treasurer of the State AFL-CIO, by Constitution, is in charge of all properties and facilities of the State AFL-CIO. His office handles the secretarial and paperwork of the State AFL-CIO.

In addition, a very BIG part of his duties are the legislative chores of the state body. He is the legislative spokesman for the State AFL-CIO....during legislative sessions in Madison, he spends many days lobbying for Labor's legislative program. To assist him in his work, he has a legislative assistant and operates out of a legislative office near the State Capital.

During the Legislative sessions, he sends out a Legislative Newsletter weekly to all affiliated unions to keep them informed on what is going on in Madison regarding labor supported legislation and legislation harmful to labor.

THE LOCAL CENTRAL LABOR COUNCILS

Next, let's consider the local Central Labor Council. These Councils are a sort of a city council or a county board of the AFL-CIO unions in a city, sometimes a county and sometimes an area greater than a county.

These councils are composed of delegates from the AFL-CIO unions in the city, county or area. The purpose of these councils are to look after the best interests of the affiliated members on a city, county or area basis. The council becomes the spokesman on strictly area matters.

The council is also established to provide mutual assistance to all its affiliates....to help spread the message of unionism....to help organize the unorganized....to help work for a better community....to work for the election of the best possible candidates to city and county office....to appear before public bodies on behalf of labor programs and proposals.

Officers of the Central Labor Councils are usually elected annually or every two years. All business is conducted democratically with an equal vote for each delegate....who, in turn, are elected by their local union.

Thus, the structure of the AFL-CIO consists of the LOCAL UNION....which is directly affiliated with its INTERNATIONAL UNION....which, in turn, is affiliated with the NATIONAL AFL-CIO. Then, on a state basis, there is a STATE AFL-CIO....and....on a local basis, there is a CITY (or AREA) CENTRAL LABOR COUNCIL.

Organized Labor in America (cont.)

SOME VARIATIONS FROM THIS BASIC STRUCTURE

Nationally, there is a Building and Construction Trades Department of the AFL-CIO. This Department deals exclusively with problems, programs and policies affecting the Building Trades Unions.

In addition, there are other Departments, such as the Industrial Union Department, the Public Employee Department, Union Label and Shop Card Department, etc.....all of which deal exclusively with problems of their particular groupings. All are also subordinate to the National AFL-CIO.

Then, on a state basis--every two years--there is held a Legislative Conference in Madison to go over legislation in which Labor has an interest and to establish the legislative program for that session of the Legislature.

Also, on a state basis, there is held a Building Trades Conference, Industrial Union Conference, Public Employee Conference, Women's Conference, Community Services Conference....each dealing exclusively with the subjects of concern to their union groupings.

The State AFL-CIO also has Standing Committees on Conservation, Human Rights, Veterans Affairs, Bowling and Golf Tournaments....dealing with subjects their names imply.

In addition, many of the affiliated unions....i.e., carpenters, painters, food and commercial, public employees, etc., have their state councils which meet on a regular basis and take up problems pertaining specifically to their members.

In many counties (or several counties), the building trades unions have set up Building Trades Councils who meet regularly and deal with building trades subjects pertaining to their areas. There is also a Quarterly Conference of Building Trades Union Business Agents.

CONCLUSION

This then is a brief history of Organized Labor plus an explanation of the structure of the AFL-CIO in the nation, state and local communities. All of this structure is designed with one main idea in mind....to assist the working men and women of this nation to secure better wages, shorter hours and the best of working conditions.

LABOR BELIEVES THAT PEOPLE ARE MORE IMPORTANT THAN ANYTHING ELSE IN OUR SOCIETY.

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DEFINITIONS OF LABOR TERMS

Bargaining Agreement

A contract signed by an employer or his representative and a union specifying the terms and conditions of employment of those covered by the contract, the status or relation of the Union to the employer and the procedures to be used for settling disputes arising during the term of the contract.

Business Agent or Representative

One who is employed by the Union (usually elected) to carry on negotiations with the employer and to see that terms of the contract are carried out.

Union Steward

A Local Union's Representative in a plant or a department of the plant; an office; commercial enterprise, or other job site to carry out Union duties, adjust grievances, collect dues and to solicit new members. Usually a fellow employee elected by the Union Members (sometimes appointed by the Union).

Check-off (of union dues)

A contractual agreement with the employer whereby he deducts from the wages of the union workers an agreed to amount (Union dues) and remits to the treasurer of the Union.

Modified Union Shop

A form of union security provided in an agreement which makes it mandatory for new employees to join the union while making it optional for those hired before the agreement took effect.

All Union Shop

Form of union security provided in an agreement which binds the employees to become union members in good standing as a condition of employment.

Closed Shop

The key distinction between a closed shop and a union shop lies in a hiring restriction in the agreement which makes the employee join the Union before he is hired. This restriction is prohibited by the Labor Management Relations Act. Legally closed shops may be found outside the scope of this Act (which applies to employers and employees in industries affecting interstate commerce) and outside of states with "right-to-work" laws.

Fair Share or Agency Shop

An agreement in an employer-employee contract that provides that employees do not have to join the union as a condition of their employment. However, they must pay a fee to the union for services rendered by the union under the contract.

Definitions (cont.)

Open Shop

One in which no recognition is given to union members and union membership is not a condition of employment.

Grievance

Any complaint or expressed dissatisfaction by an employee in connection with his job, pay or other aspects of his employment. Whether it is formally recognized and handled as a "grievance" depends on the scope of the grievance procedure.

Mediator

A third party called in to help in negotiating or in the settlement of a dispute between employer and union through suggestion, advice or other ways of stimulating agreement, short of dictating its provisions (a characteristic of arbitration). Most of the mediation in the United States is undertaken through Federal and State mediation agencies.

Arbitration

Method of settling labor-management disputes through recourse to an impartial third party, whose decision is usually final and binding.

Strike (Economic)

Temporary stoppage of work (usually during contract negotiations) to demand increases in monetary conditions of employment (higher wages, and increased benefits).

Strike (Unfair Labor Practice)

A temporary stoppage of work caused by an unfair labor practice by employer (i.e., refusal to bargain in good faith, repeated violations of union contract).

Wildcat

A strike not sanctioned by a union and one which violates an agreement. A spontaneous or unannounced strike.

Lockout

An industrial controversy in which the employer shuts down in protest against employee action or to force employees into accepting histerms.

Slowdown

A deliberate reduction of output without an actual strike in order to force a concession from the employer.

Definitions (cont.)

Boycott

An organized and sanctioned drive by a union to prevent the purchases of goods or services of an employer accused of objectional labor practices.

Blacklist

An employer's list of workers he considers undesirable, usually workers who are union members or favor formation of a union, etc. Frequently these lists are circulated to their employers. They are illegal.

TYPES OF LABOR ORGANIZATIONS

Trade or Craft Union

An Association composed of all workers in a given trade or craft, i.e., electricians, carpenters, machinists, etc.

Industrial Unions

Associations composed of all workers in a given industry, regardless of craft, occupation, or degree of skill.

Service Unions

Association of employees working in a given service industry, i.e., restaurants, hotels, hospitals, airlines, etc.

Public Employees Unions

Association of employees working for governmental bodies, i.e., city, county, state and national government.

National & International Unions

Ordinarily, a union composed of a number of affiliated Local Unions, i.e., Allied Industrial Workers of America....composed of AIW Locals in a number of States, i.e., United Brotherhood of Carpenters & Joiners of America--composed of affiliated Carpenter Unions within the United States and Canada.

Local Union

An Association of workers in a given industry, craft or occupation, i.e., Allied Industrial Workers of America, Local 865, at the West Bend Company, West Bend, Wisconsin.

State Union Organizations

Councils, Conference, Districts which include in their memberships, Unions within a State belonging to the same National or International Union, i.e., State Council of Machinists.....

Types of Labor Organizations (cont.)

National AFL-CIO

The American Federation of Labor and Congress of Industrial Organizations--usually referred to as the AFL-CIO--is a voluntary Federation of 110 National and International Labor Unions in the United States.

State AFL-CIO

A Federation of Local Unions affiliated with or chartered by an International Union or a National Union, directly affiliated Local Unions, Central Labor Bodies, City or County Federation or Council affiliated with the AFL-CIO and any Auxiliary or Retiree group of an affiliated union.

Local Central Body

Composed exclusively of Locals of National and International Unions and organizing committees affiliated with the Federation, directly affiiated Local Unions and Local Councils chartered by the Trade and Industrial Department of the AFL-CIO. Joint Board, District Councils and similar subordinate organizations within the geographical limits of the Local Central Body which are duly chartered by an affiliate of the AFL-CIO may affiliate where the Constitution of the Local Central Body so provides.

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Local Central Bodies

In the Spring of 1985 the AFL-CIO Labor-In-The-Schools Taskforce surveyed union affiliates asking them to tell the Taskforce about any labor-in-the-schools programs they were involved in or knew about. A number of central bodies responded to the survey with descriptions of their own programs.

This section reproduces three responses to the labor-in-the-schools survey from the San Diego, McLean County, Illinois and Denver Central Labor Councils. Also included is a description of the Los Angeles County Federation of Labor's program with local high schools. What became clear from the survey responses was the tremendous variety in the labor education programs run by the central bodies. From the donation of books to school libraries, to audio-visual presentations, central labor councils in many parts of the country are carrying labor's message to the schools.

The San Diego "Adopt-A-School" program combines many of the elements of labor-in-the-schools programs already discussed in the guidebook. The central body distributes the UFCW's **Organizing: The Road To Dignity** to all senior high school social studies' departments. Labor history materials are donated to the schools. Field trips are arranged to an apprenticeship training center and a Speakers' Bureau has been established for school presentations.

Another program with many elements is run by the Bloomington & Normal Trades & Labor Assembly, McLean County, Illinois. They have developed their own local labor history slide presentation, **For Dignity, For Justice & For Our Children** that is used in the schools. This central body also makes book donations to school and public libraries and loans the film, **The Inheritance** to schools. It's regularly published newsletter describes this central labor council's frequent labor history, labor education and labor-in-the-schools activities.

In Los Angeles, the County Federation of Labor each year runs programs for the high schools combining speakers and films. The Denver Area Labor Federation combines book donations with special tours and a Speakers' Bureau.

No one program is **the** model for labor organizations. Each of these central labor councils is bringing the good news about the labor movement to youngsters in our nation's schools.

SAMPLE LABOR IN THE SCHOOL PROJECTS

Central Bodies

I) San Diego - Imperial Counties Labor Council, AFL-CIO
(California)

II) Bloomington and Normal Trades and Labor Assembly, AFL-CIO
(Illinois)

III) Los Angeles County Federation of Labor, AFL-CIO
(California)

IV) Denver Area Labor Federation, AFL-CIO
(Colorado)

Labor-In-The-Schools Survey
Response Form

A. **Name and Location of Program** - Partnerships in Education: San Diego City Schools and San Diego-Imperial Counties Labor Council. "Adopted" school: Pershing Junior High School

B. **Type of Program** (e.g. Speakers Bureau, Course Curriculum, Traveling Exhibit for the Schools, Book Donations, Special Tours, etc.)

While our program gives priority to "at risk" students at Pershing (generally average and above average students who are not achieving - as identified by counseling staff), we intend to reach all high schools in the district at least.

C. **Source of Funding & Cost** - Education and Scholarship Committee - San Diego - Imperial Counties Labor Council.

D. **Staff/Membership Time Involved** - Variable

E. **Which Schools Reached** - Pershing Jr. High and all senior high schools

F. **How Successful** - to be determined

G. **How Long Has This Program Been in Existence** - New

H. **Contact Person**

Name: Richard N. Martin

Address: 4624 Euclid Avenue
San Diego, CA 92115

Phone: (619) 281-4522

Union: American Federation of Teachers, Local 370

While I have for years been supplying labor education materials from time to time to teachers in the San Diego City Schools and various county school districts as a service of AFT Local 370, we are now formalizing and extending our activities through the Education and Scholarship Committee (of which I am chairman) of the Labor Council. We have entered into a Partnership in Education Agreement with Pershing Jr. High but do not intend to limit our outreach to that school alone. We have, for example, through the generosity of UFCW (Tom Vandwilde, President), distributed copies of UFCW's video cassette Organizing to Pershing's and all senior high schools social studies departments. We have been showing the Labor Council's slide show (which explains the structure and operations of the Labor Council) to classes at Pershing and at high schools in the city and county. We are in the process of ordering sets of selected AFL-CIO materials (e.g. Short History of American Labor) for donation to Pershing and for circulation to other schools. In early fall, we will take a bus load of the "at risk" and other students at Pershing on a field trip to visit the Electrical Workers Apprenticeship and Training Center. We do have a Speakers Bureau available to visit schools upon request. I have been assisting various college students to obtain materials for research papers on labor related subjects. The Labor Council in conjunction with the San Diego Community Colleges has been offering a Labor Studies sequence of courses for the last two years. The fifth course - to be offered in the fall - will be Labor Law. So far only labor people have been taking the courses but we are making an effort to get social studies teachers to take them as well. If we can get the city schools to offer salary credit for the courses, I am sure that some will.

Fraternally,

Richard N. Martin

Labor-In-The-Schools Survey
Response Form

A. **Name and Location of Program** - Bloomington & Normal Trades & Labor Assembly, McLean County, Illinois

B. **Type of Program** (e.g. Speakers Bureau, Course Curriculum, Traveling Exhibit for the Schools, Book Donations, Special Tours, etc.)

A special slide presentation, "For Dignity, for Justice & for our Children" was produced in 1980 for use in local schools. This is made available, along with accompanying speakers, to local high schools and universities (Illinois State Univ. & Illinois Wesleyan University). Book donations have been made to the Bloomington Public Library, with a booklist prepared by the Illinois Labor History Society, and individual copies of "George Meany and his Times" have been given to school libraries. Also have a copy of the "Inheritance" for loan to schools & for use with speakers.

C. **Source of Funding & Cost** - Central Body/minimal costs

D. **Staff/Membership Time Involved** - Mike Matejka, central body - five hours per week and John Penn, Laborers #362 - two hours per week.

E. **Which Schools Reached** - Bloomington Public Schools, Unit 5 (Normal & surrounding areas), ISU, IWU, Central Catholic, Olympia High (rural), Gridley High, Chenoa High, Lexington High, Wapella High, Heyword High, plus occasional special trips have been made to high schools in Springfield, Peoria and Rockford.

F. **How Successful** - Very good response; have been going for five years to some local schools on a regular basis.

G. **How Long Has This Program Been in Existence** - 1980

H. **Contact Person**

Name: Michael G. Matejka

Address: Bloomington & Normal Trades & Labor Assembly
P.O. 3248 Bloomington, IL 61702-3248

Phone: 309-828-4368

Union: working for central body (member Laborers International)

AFL-CIO

AUG 2 ? 198?

ILLINOIS STATE CENTRAL LABOR COUNCIL

BLOOMINGTON and NORMAL TRADES and LABOR ASSEMBLY

Phone 309-828-8813
828-4368

Post Office Box 3248
Bloomington, IL 61701

August 1985

Dear Professor or Teacher,

Are you studying the Pullman Strike or John L. Lewis in your history class? Reading the "Grapes of Wrath" in literature? Discussing current economic conditions in your seminars? If you are, and would like another viewpoint and experience to share with your students, why not call on organized labor for a classroom visit?

For the past six years, we of the Bloomington and Normal Trades and Labor Assembly, a 94-year-old coalition of 35 local labor unions, have been making ourselves available to area classrooms, to share the viewpoints and history of working Americans. Our programs are locally oriented, speaking of the actual conditions workers face, and are adaptable to either a university or high school level.

We will be happy to come to your classroom and share our direct experiences and knowledge of labor history, labor law, apprenticeship programs, and the union viewpoint on politics and economics. In the past five years we've averaged 60 classroom visits per year, and have enjoyed some exciting and stimulating dialogue with students.

Whether History, Economics, Literature, Political Science, Vocational Education or Consumer Education, we feel the story of Organized Labor and workers' role in society can be useful and exciting classroom material.

We are also willing to adapt to your classroom needs. In the past, we've come into a classroom with a guitar, and told labor's story through folksongs. For literature students reading the "Grapes of Wrath" we've outlined the present day conditions of migratory farmworkers. For vocational education students we've explained apprenticeship programs and how they work.

As you plan your semester's curriculum, and if you have any area of study that touches upon the lives of working people, please call on us. We will do what we can to design a stimulating session that fits your needs and curriculum. For your information, we also have available a paper by Dr. William Adelman of the University of Illinois, "Illinois' Forgotten Labor History," published under a grant from the Illinois Humanities Council, that we will be happy to send you a copy of. This might help give ideas of how to integrate labor into existing studies. We also have a variety of materials available through our national organization that we can obtain for your classroom needs.

Sincerely,

Michael G. Matejka
Educational Coordinator

Meeting Night: FIRST WEDNESDAY OF EACH MONTH AT 7:30 P.M. TRADES ASSEMBLY HALL

Alhambra City Hign School
101 South 2nd Street
Alhambra, California 91801

Dear:

The Los Angeles County Federation of Labor is again conducting its program of providing information to high school senior class students this school year. I am writing so that you might become involved in the program during the coming semester. In brief our program consists of providing senior class students in our high schools an opportunity to spend a morning at our headquarters meeting with labor representatives to discuss the place of the Labor Movement in our society. Following the morning discussion the students are our guests at a luncheon. A sample of the format is enclosed.

The format of the session provides for free discussion where within the limitations of time a serious effort is made to explore the role played by the Labor Movement not only as a economic organization but as a social force. No effort is made to use these meetings as an instrument of propaganda nor is it the intent to impose our point of view upon the students.

This program is designed to provide some exposure to what the Labor Movement is, what it does, and what it stands for to the high school students, who within a few years will in one way or other find themselves in a position where they must relate to the world of work. The response during the past ten years has indicated that we have been able to provide a valuable educational experience to the students and have been able to help them develop a better understanding of organized labor and its program.

I would like at this time to invite Alhambra City High School again to participate in this program, with us acting as hosts for approximately 40 senior class students from your school. Please call Carole Sickler at the County Federation of Labor to complete arrangements.

Sincerely yours,

WILLIAM R. ROBERTSON
Executive Secretary-Treasurer

opeiu#30-afl-cio,clc
Encl.

NOTE: Schools are scheduled to come one at a time, on a date that is mututally agreeable with the school and the Federation. The schools must arrange for transportation for the students.

WORKSHOP FOR STUDENTS OF HAMILTON HIGH SCHOOL

Sponsored by

LOS ANGELES COUNTY FEDERATION OF LABOR, AFL-CIO

December 10, 1982

CHAIRPERSON:	CAROLE SICKLER, Program Coordinator Los Angeles County Federation of Labor, AFL-CIO
9:00 A.M.	"THE INHERITANCE" A film depicting the long bitter struggle of workers against economic exploitation
10:00 A.M.	COFFEE BREAK
10:15 A.M.	"DEMOCRATIC PROCESSES OF COLLECTIVE BARGAINING" IVAN BLACKMAN, Representative Laundry Workers Union, Local #52
11:00 A.M.	LABOR AND POLITICS JOHN MC DOWELL, Director Labor Studies Program Los Angeles Community Colleges
12:00 Noon	LUNCHEON OLYMPIAN MOTOR HOTEL Olympic Room 1903 West Olympic Blvd. Los Angeles, California
1:30 P.M.	ADJOURNMENT

opeiu#30
afl-cio,clc

WORKSHOP FOR STUDENTS OF JEFFERSON HIGH SCHOOL

Sponsored by

LOS ANGELES COUNTY FEDERATION OF LABOR, AFL-CIO

January 5, 1983

CHAIRPERSON:	CAROLE SICKLER, Program Coordinator Los Angeles County Federation of Labor, AFL-CIO
9:00 A.M.	"LABOR UNIONS: HOW THEY CAME TO BE" DAVID SICKLER, Representative National AFL-CIO
9:45 A.M.	COFFEE BREAK
10:00 A.M.	"DEMOCRATIC PROCESSES OF COLLECTIVE BARGAINING" IVAN BLACKMAN, Representative Laundry Workers Union, Local #52
10:45 A.M.	"PROFESSIONALISM AND LABOR" KERMIT ALEXANDER, Representative National Football League-Players' Association
11:30 A.M.	OPEN DISCUSSION - QUESTIONS & ANSWERS
12:00 Noon	LUNCHEON SPEAKER: ELINOR GLENN, President Emeritus Service Employees Union, #434 SUBJECT: LABOR & POLITICS OLYMPIAN MOTOR HOTEL Olympic Room 1903 West Olympic Blvd. Los Angeles, California
1:30 P.M.	ADJOURNMENT

opeiu#30
afl-cio-clc

Labor-In-The-Schools Survey
Response Form

A. **Name and Location of Program** - Denver Area Labor Federation AFL-CIO

B. **Type of Program** (e.g. Speakers Bureau, Course Curriculum, Traveling Exhibit for the Schools, Book Donations, Special Tours, etc.)

Run a Speakers' Bureau for the schools; Donate books; Give special labor tours.

C. **Source of Funding & Cost** - George Meany books from AFL-CIO

D. **Staff/Membership Time Involved** - Varies

E. **Which Schools Reached** - Approximately 100 area high schools in five counties, four community colleges, one state college, one state university, three private colleges.

F. **How Successful** - Moderately

G. **How Long Has This Program Been in Existence** - Seven years

H. **Contact Person**

Name: William C. Himmelmann

Address: 360 Acoma St., #202
Denver, CO 80223

Phone: 303-722-1306

Union: Denver Area Labor Federation AFL-CIO

LOCAL UNIONS

The interest, time and energy of members of a local union are frequently critical factors in the decision to begin a labor in the schools program and to continue the program once it is established. Once again the programs described in this section demonstrate the wide variety of programs and resources that are available.

Though many of the programs in this and other sections of this guidebook are directly funded by union members' dues, there are a number of other sources of funding of labor in the schools programs. From a $27,000 Minnesota Council for Quality Education grant to the Louisiana Committee for the Humanities to the health care industry (management and labor) in Philadelphia, the sources of support for quality programs are still plentiful. It usually takes perserverance and creativity but the results of such efforts can be very rewarding.

With the help of the Minnesota Council for Quality Education, the Minneapolis Federation of Teachers, AFT developed a curriculum package for social studies and vocational education courses. This began as a local project and then spread to twenty-one high schools across the State. The MFT has applied for additional funding to continue distribution of the curriculum materials.

Many colleges and universities have labor studies programs. They can assist a union or central body in running their school labor studies program. Local 25 of the IBEW and the New York State School of Industrial and Labor Relations, Cornell University jointly run a labor in the schools program for junior and senior high school students in Nassau and Suffolk Counties, Long Island, New York. A brief description of this joint program is included in this section. Speakers are provided by both Cornell University and IBEW.

Whether funded by a state council for the humanities, or the out-of-pocket money of an individual union member, each of these labor in the schools programs demonstrates the dedication and commitment of trade union members throughout the country.

SAMPLE LABOR IN THE SCHOOLS PROJECTS

Local Unions

I) AFT - Minnesota

II) United Rubber Workers - Alabama

III) 1199 - Hospital and Health Care Employees - Connecticut, Wisconsin, Pennsylvania

IV) IBEW Labor In The Schools Seminar/Cornell University (NYSSILR)

Labor-In-The-Schools Survey
Response Form

A. **Name and Location of Program** - Vocational/Labor Education Project, Project written by Minneapolis Federation of Teachers, Local 59 in conjunction with the Minneapolis Public Schools.

B. **Type of Program** (e.g. Speakers Bureau, Course Curriculum, Traveling Exhibit for the Schools, Book Donations, Special Tours, etc.)

Complete course curriculum package for social studies and vocational education courses at secondary level. First year was piloted in Minneapolis schools and then taken statewide.

C. **Source of Funding & Cost** - Minnesota Council for Quality Education, $27,000. Funding over three-year period.

D. **Staff/Membership Time Involved** - Half-time Coordinator

E. **Which Schools Reached** - Currently being used in 21 different schools and approximately 40 teachers in the State. Some use of materials has spread in schools after initial contact.

F. **How Successful** - Has been funded for 3 years and applying for replication money to continue distribution. Received good professional recognition and publicity.

G. **How Long Has This Program Been in Existence** - Three years

H. **Contact Person**

Name: Douglas C. Davis

Address: 3407 Garfield St., N.E.
Minneapolis, MN 55418

Phone: 612-789-1022

Union: Minneapolis Federation of Teachers, Local 59, AFT, MFT, AFL-CIO, ~~4119 Dupont North~~, Minneapolis, MN 55411
1305 Plymouth Ave

URW

Local Union No. 12
United Rubber, Cork, Linoleum &
Plastic Workers of America, AFL-CIO, CLC

110 Hoke Street
East Gadsden, Alabama 35903
205/546-4633, 546-4634, 546-4635

O. A. Garrard, President
J. R. Countryman, Vice President
Paul Wood, Recording Secretary
Bobby Williamson, Treasurer

5/30/85

Dear Sir:

In reply to your request for information of education programs already in existence, the United Rubber Workers, Local #12 of Gadsden, Alabama, started such a program in 1982.

The program is limited in that I am the only speaker and the person that started the program, but I will outline what we do. We offer a lecture series and film presentations (borrowed from the AFL-CIO film library), also a discussion on union involvement and history with pins, pencils, and etc. as the reward for participation. I have tried to aim the program at the high school student but will (and have) gone anywhere to find an audience.

This year I have been to two colleges, one university, one supervision seminar and two high schools. I am very pleased with the response I have received but if you review your history, you will find that the anti-union base for the Alabama area is quite deep, because of this our program has not lived up to the expectations that were targeted.

The cost has been a VCR and the rental on some of your films plus the lost time for me when I had to miss work to actually make a presentation. My formal training does not apply because I use it in a teaching post at a local University, but it does enhance the education program in my local union.

Fraternally yours,

David Rogers
Education Director
U.R.W. Local 12

11

1199 National Union of Hospital and Health Care Employees, AFL-CIO
330 West 42nd Street, New York, N. Y. 10036 1-(800) 223-1199 • (212) 947-1944

AFL-CIO, Department of Education
815 16th St., N.W.
Washington, D.C. 20006

Attn: Dorothy Shields, Director

Re: Labor-in-the-Schools

A survey of the various components of the NATIONAL UNION OF HOSPITAL AND HEALTH CARE EMPLOYEES, AFL-CIO, has produced the following information regarding the UNION'S participation with the education of school children.

1 - 1199-CONNECTICUT HEALTH CARE ASSOCIATES, Wallingford, Conn.

- An Executive Board Member speaks once a year to 5th and 6th grade children on: Why the Nurses at the Local Hospital Formed a Union. The Executive Board Member is herself one of the Nurses.

- The District President speaks three times a year at Choate Rosemary Hall to the high school economics class on: Labor Relations in Health Care, Economics of Health Care, and Patient Advocacy.

2 - 1199-WISCONSIN, Madison, Wisconsin

- Kinosha, through the Labor Education Program of the high school and grade schools; UNION staff person speaks on general history of the Labor Movement, specific reference to Wisconsin enactment of legislation on Unemployment Compensation, Minimum Wage, Worker's Compensation, and Occupational Health and Safety.

- Madison, East High School; President of district speaks yearly: CAREER DAY; Nursing and the Union. WOMEN'S HISTORY MONTH; Women and the Labor Movement.

- Middleton, Grammar school - 6th grade; HISTORY OF THE LABOR MOVEMENT program; President of District speaks yearly on NURSES AND COLLECTIVE BARGAINING, as well as a HISTORY OF NUHHCE AND THE WISCONSIN DISTRICT.

3 - 1199 C-Philadelphia, Pa.

- UNION was prime organizer of a special curriculum in the High Schools of the Philadelphia public school system called the PHILADELPHIA HEALTH ACADEMY. The Director of the Union's Training Fund is the Executive Director of the ACADEMY. (See enclosed brochure)

  The Union determines the curriculum (training in Health Care jobs); hosts graduation reception; reaches out to local businesses to provide funds for any required post secondary school courses, i.e. College, Institutes, etc.

  The President of the District (National Union President) sits on the Board of Directors of the Health Academy.

HENRY NICHOLAS, President
JEROME P. BROWN, Secretary-Treasurer
ROBERT MUEHLENKAMP, Executive Vice President for Organization
BEATRICE CROCKETT-MOORE, Secretary
DONNA FORD, Executive Secretary
LEON J. DAVIS, President Emeritus
MOE FONER, Executive Secretary Emeritus

VICE PRESIDENTS
Luis Alvarez Colón • John Black • Carmen Blagrove
Sondra Clark • Larry Fox • Victor Garcia • Ronald Hollie
Jack Hustwit • Nora Kessenich • Barbara Lichtman
Mary Lou Millar • Lorraine Seidel • Robert Summers • Tracy Suprise
Gloria Williams • Tom Woodruff

THE ACADEMY

The Philadelphia Health Academy is one of several career academies sponsored by the Philadelphia School District and private industry for the benefit of public high school students. Located in Martin Luther King High School at Stenton Avenue and Haines Street, the Academy is a school within a school. Its core of teachers provides personal academic attention and counseling to a small student body over a four year period, much as in a private school. Academy curriculum and policies are jointly developed by the School District and area health care educators and employers, thus assuring education which is practical and relevant to the health care industry.

THE GOALS

The Academy's major goals are:

- to give students a realistic understanding of career possibilities in health care work.
- to develop in the students the basic skills and work attitudes known to be necessary for employment in the health care field.
- to provide students with the academic background required to qualify for entrance into health care training programs after high school.

THE PROGRAM

The rigorous academic curriculum of mathematics, science, languages and social studies for grades 9-12 was developed by educators in the area's post-secondary health care schools. These studies include all the course prerequisites demanded for college entrance. Whenever possible, classwork relates a skill to its use in health care. Mathematical work in ratio and proportion may include its application to drugs and solutions; Spanish vocabulary includes basic health care terminology; English classes practice interviewing skills. The emphasis is not on training students for specific jobs but helping them to acquire a strong general background which can be adapted to a number of different careers in the fields of hospital and nursing home care, pharmaceuticals, hospital supply and equipment, and industrial health.

Students are given a strong general background in classwork which relates to "real life" use in health care.

Students have opportunities to visit health care institutions for a "behind the scenes" look at the industry. Working health care professionals visit the school to discuss their specific occupations. In addition, the Academy conducts a summer program for selected students after the 9th grade. Its expanding program also plans to match each student with a "mentor" already active in a health care career. The Academy plan is to provide upper level students with paid work experience opportunities.

THE SPONSORS

Partners in the Academy are the School District of Philadelphia, health care providers and the Hospital Workers Union. The health industry is strongly represented on the Board of Directors by 24 senior executive officers of health care institutions in the Delaware Valley. The Philadelphia Superintendent of Schools and the President of the Philadelphia Federation of Teachers also serve on the Board.

Founding officers of the Health Academy Board were:

- The President of the Philadelphia College of Osteopathic Medicine
- The President of the National Union of Hospital and Health Care Employees (AFL/CIO)
- The Vice-President of Pennsylvania Hospital
- The Vice-President of Hahnemann University

THE STUDENTS

The Academy's students come from public schools city-wide. They are chosen by the school and participating employers on the basis of interviews, motivation, and academic and attendance data. The Academy admits students without regard to race, sex, religion, or national origin. Approximately 200 students will be enrolled in the Academy, 50 in each of the four grades, and approximately 25 per classroom. Only those students whose work meets Academy standards will be allowed to continue in the program after the first year.

For more information please contact:

Mr. John J. Pizzoilo,
Lead Teacher
215/927-7200

or

Dr. James T. Ryan,
Executive Director
215/735-5555

Printing Donated by School District

PHILADELPHIA HEALTH ACADEMY
1319 LOCUST STREET
PHILADELPHIA, PA 19107
215/735-5555

PHILADELPHIA HEALTH ACADEMY

1319 LOCUST STREET
PHILADELPHIA, PA
19107

"Work, workers and their organizations are an integral part of American history and deserve a prominent place in the secondary as well as college curriculum."
Doris Shaffer, History Professor, President, Nassau Community College Federation of Teachers

"My students enjoyed the change of pace but most important, learning took place. Everyone gained from the experience."
Richard Ryan, Social Studies Teacher, North Shore Junior High School

"This program is what we have been waiting for! An excellent opportunity to introduce our students to unionism and what the unions have done to better the American way of life."
Marty Cullinan, President Levittown United Teachers

"This program teaches history while introducing students to skills and roles they will encounter upon entering the job market." Dr. Frank Goldsmith, Dean, Empire State Labor College

"The American labor movement is a part of our everyday life. Our children should know its history and how it functions. I think this type of program is long overdue." Charles Fisher, President Nassau-Suffolk Building & Construction Trades Council

WHAT DOES LABOR WANT?

We want more schoolhouses and less jails, more books and less arsenals,
More learning and less vice
More constant work and less crime,
More leisure and less greed,
More justice and less revenge.

Samuel Gompers
-1893

BREAD AND ROSES

Our lives shall not be sweated from birth until life closes;
Hearts starve as well as bodies; give us bread, but give us roses!

James Oppenheim

LABOR UNIONS

and

THE AMERICAN WORKER

An educational seminar designed for junior and senior high school students. The program is sponsored by Local 25 of the International Brotherhood of Electrical Workers in cooperation with the New York State School of Industrial and Labor Relations, Cornell University, and is provided as a public service to school districts in Nassau and Suffolk Counties.

THE PROGRAM IS DESIGNED TO HEIGHTEN THE AWARENESS OF THE STUDENT TO THE CONTRIBUTIONS AMERICAN WORKERS AND THE AMERICAN LABOR MOVEMENT HAVE MADE TOWARD THE INDUSTRIAL AND ECONOMIC GROWTH OF THE UNITED STATES

THE PROGRAM ALSO EXAMINES, AND THROUGH AN INNOVATIVE AND EXCITING SIMULATION, DEMONSTRATES THE OPERATION OF A MODERN INDUSTRIAL UNION

UTILIZING SITUATIONS FROM THEIR OWN ENVIRONMENT, STUDENTS AND TEACHERS PARTICIPATE IN A MOCK ORGANIZING EFFORT HIGHLIGHTING IMPORTANT PRINCIPLES OF LABOR LAW, INTERPERSONAL RELATIONS, COLLECTIVE BARGAINING AND UNION DEMOCRACY

THE COMBINATION OF VISUAL AIDS, DISCUSSION, READING MATERIAL, AND ACTIVE STUDENT PARTICIPATION FACILITATES A MAXIMUM LEARNING SITUATION

PROGRAM FORMAT

I. Labor History film: "If You Don't Come in on Sunday - Don't Come in on Monday" (60 min./color)
or
"The Inheritance" 35 min. b/w
or
"The Rise of Labor" 30 min. b/w

Film may be shown anytime prior to speakers' presentation (including day of program) with speakers available for discussion.

Choice of film will be based on your assembly or class time schedule.

II. Lecture, Simulation, Discussion
Polling of students
Mock organizing drive
Collective bargaining simulation

This segment requires a 30 minute period.

III. Poster Display (optional)

A set of 28 color posters depicting the evolution of American labor history from colonial times through the 20th century is available for display at the school.

Posters may be exhibited anytime during week preceding speakers' appearance.

Every student will receive a copy of the pamphlet:

"A Short History of American Labor"

SPEAKERS

Thomas J. Germano, Ph.D. Director Long Island Office New York State School of Industrial and Labor Relations, Cornell University. Member, Labor Panel, American Arbitration Association.

William Lindsay, Business Representative Local 25 International Brotherhood of Electrical Workers. Mr. Lindsay, an electrician by trade, has held a number of positions within Local 25. He is a graduate of Cornell's Labor Liberal Arts Program and has earned a BS degree from Empire State College and an MS in Labor and Industrial Relations at New York Institute of Technology.

For scheduling or additional information regarding this program call either:

Mr. Lindsay (516) 694- 0200 or
Dr. Germano (516) 293- 0610

OTHER RESOURCES

Retirees or youth groups, college labor studies programs, funding from state councils for the humanities, audio-visual resources, etc. - there are many places to turn for assistance in developing a labor in the schools program.

Social studies teachers, coordinators and school administrators will be interested in the reprint from **Social Education**, the journal of the National Council for the Social Studies, included in this section. It includes four articles about labor history and teaching about labor in the classroom. Both this publication and "New Life For Labor Studies," from the American Federation of Teachers' **American Educator**, can be used as a way of gaining credibility with educators and opening the school house door to the idea of teaching more about labor in the schools.

The National Capitol Area Retirees Club program described in the introduction, as a locally available resource, can be repeated in other ways. Many university and college labor studies departments are interested in working with unions to establish labor in the schools programs. A directory of the University & College Labor Education Association has been provided for your information.

Many unions have produced films about themselves, profiling their activities, their members, and their history. An annotated list of some of these films is also included. These films may be obtained from the AFL-CIO Film Division, 815 16th Street, N.W., Washington, D.C. 20006.

This guide is designed to help our affiliates to "carry the message" about the labor movement and tell the "good news" about unions to the nation's youth. As **The Changing Situation Of Workers And Their Unions** points out,

> Unions should be far more aggressive in publicizing their successes and their work for causes that provide benefits far beyond our membership rolls. Programs to provide information about unions, and about the trade union movement and its contribution to workers and to the American society, in the schools, must be enlarged.

OTHER RESOURCES

I) "Teaching about American Labor History", Social Education

II) "New Life for Labor Studies", American Educator

III) Films about International & National Unions (available from the AFL-CIO Film Library)

IV) UCLEA Directory

V) Boilermakers - Blacksmiths

FEBRUARY 1982 VOLUME 46 NUMBER 2

SOCIAL EDUCATION

Official Journal of the National Council for the Social Studies

Teaching About American Labor History

Plus: Social Studies in Rural America

Reprinted by the Education Department
American Federation of Labor - Congress of Industrial Organizations

Industrial America's Rank and File: Recent Trends in American Labor History

Leon Fink

Department of Labor Photo

American labor history has undergone "striking" changes in the past fifteen years. Not only the questions asked, but the subject matter under study has shifted dramatically over a very short period. From a focus on unions and their leaders, what had once been a fairly tightly-constructed subsection of economic and political history has branched out in a number of new directions. In particular, labor historians have had a great deal to say, of late, about three vital areas of the American experience: the changing nature of work and the workplace, the forms and logic of working-class organization, and the impact of labor history—or "the workers' presence"—on American history in general. Formative influences on these developments have included the renewal of popular movements (often outside established centers of power and organization) in the 1960s; the publication of E. P. Thompson's *The Making of the English Working Class* (1963), exemplary both for the passion and sensitivity of its Marxist approach; and the general assimilation into the historical discipline of social science methodology in the form of quantification and sociological-anthropological theories and model-building. To a significant extent, labor history has thus become one of the mainsprings within the larger field of social history; indeed, some practitioners now prefer to identify themselves as "working-class social historians."[1]

The combination of quantitative sources (especially the manuscript census, city directories, and tax records) with an imaginative use of other archival records has with great effectiveness brought to life the world of the lower classes from the eighteenth-century artisans, slaves, and indentured servants to the craft and factory workers of the nineteenth century. For the twentieth century, the addition of oral testimony has likewise begun to yield rich rewards. As such, the so-

LEON FINK is an Assistant Professor of History in the Department of History at the University of North Carolina, Chapel Hill. This article and the teaching lesson by Fay D. Metcalf that follows will appear in a new NCSS Bulletin (No. 67), edited by Matthew T. Downey, which will be published in 1982.

[1]For other useful overviews of developments within labor history, see David Montgomery, "To Study the People: The American Working Class," *Labor History* 21 (Fall 1980): 485–512; and David Brody, "The Old Labor History and the New," *Labor History* 20 (1979): 111–26; and D. Fahey, "From Labor History to Working Class History," *Journal of Urban History* 6 (Nov. 1979): 105–11.

called "inarticulate" of history have proved all too often simply to have gone uncatalogued, unread, or unremembered. For a good example of a new use of a standard source of labor history, we might look at what has recently been done with the formal records and proceedings of the Knights of Labor, the largest and most significant labor organization of the nineteenth century. Norman Ware (1929) and Gerald Grob (1961) put parts of this incredible collection of materials—now grouped on dozens of microfilm reels under the Terence Powderly Papers—to use in very effective institutional histories of the Knights. More recently, however, the official records of this labor body, together with the vast incoming correspondence to its leaders, have been combed for an understanding of the kinds of people who joined the organization and their concerns, aspirations, and problems in specific local contexts. Much of this work, circulating in the papers and dissertations of young scholars, remains to be published; but it has been helped immeasurably by Jonathan Garlock's and N. C. Builder's (1973) quantitative guide to every known local outpost of this social movement.[2]

Herbert Gutman and "New" Labor History

Of the several distinguished North American scholars who have charted the way towards a "new" labor history, the work of Herbert Gutman (1976) most dramatically exemplifies the changing preoccupations of the field. Gutman's early work, at least in its point of departure, bears the strong imprint of the categories of economic history through which most studies of labor movements had been conceived. Still, from the start Gutman had brought a new perspective to his material. Assessing the reaction of different groups of workers to the depression of the 1870s, Gutman quickly found that neither the swings of the business cycle nor the fluctuation of the labor market adequately accounted for the relative abilities of some workers to sustain a considerable measure of influence in their relations with employers. Rather, the larger relationship of a given body of workers to the surrounding community (i.e., other workers, shopkeepers, local officeholders, police, etc.) might prove equally decisive in industrial battles. This initial work propelled Gutman further into the complexities of the social structure and culture of industrial America. The competitive individualism and success ideology which had frequently been taken as the cultural masthead of the Gilded Age, for example, he found at odds with other traditions and values which also carried considerable contemporary appeal. Taking his cue from Thompson, Gutman pursued the idea that "behind every form of direct popular action, some legitimizing notion of right is to be found." From the symbols of a common culture, in fact, workers often drew quite different inspiration from their middle-class contemporaries. Evangelical Protestantism, Gutman discovered, sustained doctrines of trade unionism and mutualism, as well as laissez-faire economics and the Gospel of Wealth. One of those whose work fit the former category was Richard L. Davis, a black coal miners' leader and UMW officer from the Ohio Hocking Valley. Davis's own career, as Gutman elucidated it, also belied the historiographic image of a docile, anti-union Black labor force in the "age of Booker T. Washington."

As was the case with black coal miners, the specific social contours of the communities that Gutman studied continued to make him raise new questions. Beginning with his extensive work on Paterson, New Jersey, Gutman came to see the open conflict and considerable violence of the Gilded Age as a function of the attempt by a new class of industrial entrepreneurs to socialize and gain control over a diverse, discordant, but often resistant populace. Gutman found in the pre-industrial and/or immigrant background of America's new factory recruits two important bases of opposition to the consolidating economic and political needs of the corporate capitalist order. From the farm women of Lowell to Afro-American slaves and Irish canal-diggers, from Welsh miners to Slavic steelworkers and Jewish seamstresses, the oft-mentioned "problem" of the American work ethic has masked a continuing cultural, as well as political-economic, battle between owners and policymakers on the one hand and workers on the other. Having considered the cultural forms of working-class resistance, Gutman has most recently followed-up with reference to a group of workers debarred from overt workplace and political organization—namely, the Afro-American slaves. Here, in a work which showed just how far from their point of origin the concerns of a labor historian had led (and appropriately so), Gutman documented how the creation and defense—against all external obstacles—of coherent and distinct Afro-American family networks laid the basis for the survival and resistance of a people during and after slavery.

Recent Focus on Three Major Areas

It is worth looking, in turn, at the three major areas of recent focus: namely, work, worker organization and motivation, and the worker's impact on American life. The first area has yielded a particularly rich analysis of the changing shape of America's Industrial Revolution. In general, a picture of a continuous, but erratic and uneven, appropriation by management from workers of the knowledge and day-to-day direction of the production process has emerged from this literature. An exemplary study of this transformation of American working life is found in Alan Dawley's treatment of shoemaking in Lynn (1976).

In a story extending from the turn-of-the-century through the Gilded Age, Dawley presents a vivid picture of the steady erosion and ultimate decimation of an earlier artisan way of life. In 1800 the household served as the basic unit

[2] See, e.g., Melton A. McLaurin, *The Knights of Labor in the South* (Westport, CT: Greenwood, 1978); Michael J. Cassity, "Modernization and Social Crisis: The Knights of Labor and a Midwestern Community, 1885–1886," *The Journal of American History*, 66 (June 1979): 41–61; and Leon Fink, "Irrespective of Party, Color or Social Standing: The Knights of Labor and Opposition Politics in Richmond, Virginia," *Labor History* 19 (Summer 1978): 325–49.

of shoe production. The master shoemaker (and head of the household) purchased the leather and supervised production in a "ten-footer" behind his family's cottage. Working under him were a couple of (usually younger) journeymen, who brought their own kit of tools with them and who received from the master not only wages, but room and board, firewood, and clothing. Within the master's house, wives and daughters, working as binders, hand-stitched the upper part of the shoe. Younger sons, serving as apprentices and entrusted with a variety of odd jobs, completed the work team.

Household production was characterized by the unity of home and work life, as well as control by the artisan of the work process and workday. Although each household contained an internal hierarchy, interdependence and a rough equality characterized the relations among shoeworking households and, indeed, between shoeworking households and most of the other households (farmers, craftsmen, small shopkeepers) of the "republican" community.

By the 1830s, household shoe production had given way to the central shop. The master, who had fashioned his finished goods on customer order or else sold them to a small shopkeeper, had fallen victim to his supplier and distributor. Taking advantage of credit and access to a protected national market, Lynn shopkeepers now took sole command of production. Their general stores became the center of a vast putting-out system, a characteristic part of the "middle passage" of United States industrialism. The central shop system expanded the scale and lowered the cost of shoe production. By loosening the ties between work and home, it helped to "free" the individual, narrowing the relation between employer and worker to the wage payment.

The real production explosion occurred in the 1860s, when the sewing machines and the McKay stitcher were combined with an intricate division of labor to create a factory system of mass production. Two thousand fewer workers produced seven million more shoes in 1875 than in 1855. The factory system had a drastic effect on the shoeworkers and their community. No natural line of mobility allowed the average worker to escape lifelong wage dependency. Fewer workers could expect to earn even a "competence"—"to possess real estate or saving sufficient to house a family, or tide it over during hard times, or support husband and wife in old age." A seasonal production cycle unleashed a vast army of tramps across the New England countryside. With the breakup of the shoeworking household, young men moved away from their parents, and the "lady shoebinder" gave way to the "factory girl," who left the labor market upon marriage.

Daily interaction between farmers and workers, men and women, children and adults, and dependent helpers and independent artisans in small-scale production had given way to a new order of work that stretched the ends of each of these polarities into separate social spheres. Workplace authority—previously exercised by the father or master craftsman or by one's fellow journeymen—for the first time yielded to external supervision in the person of the foreman.

Although we shall not here treat it in the same detail, a valuable body of scholarship also exists on the extension of the division of labor and managerialism into the workplaces of the twentieth century. Richard Edwards (1979), for example, challenges the notion that the nature of industrial jobs and bureaucratic administration has moved along a smooth technologically-defined continuum. Rather, Edwards argues that it has been the interaction of corporate practice with the responses of the workers themselves that has molded a dynamic managerial approach. In particular, he cites an evolution from simple (family firm) to hierarchical (foreman-run) control of industrial enterprise, increasingly complicated by resort to various union-evading strategems, such as welfare capitalism, scientific management, and company unions. Ultimately, monopoly sector firms resorted to a combination of "technical" (or machine-set pace of work) and "bureaucratic" (or complex organizational) forms of control over their work force.[3]

Among those who have most ably synthesized attention to the work process with the changing dimensions of the labor movement itself have been David Montgomery and David Brody, who, along with Gutman, have served over the last period as a kind of informal triumvirate giving coherence and direction to the discipline. Brody's seminal work (1960) on the steelworkers at the turn of the century sets the demise of the nation's strongest craft union in relation to the rising concentration of the steel industry, craft-union exclusiveness and native-immigrant conflict, and the effective use of the state's police power by the employers. In addition to his wide-ranging investigations of social structure (1968) and social conflict (1972) within early nineteenth-century manufacturing centers, Montgomery (1979) has provided a most convincing portrait of the character of labor ideology, particularly among the skilled industrial craftsmen who lent leadership and stability to labor's organizational efforts, from the American Labor Union of the 1860s through the A.F. of L. and its anarcho-syndicalist critics early in the twentieth century. Amidst the changing technological and managerial constraints imposed from above, workers—first, as autonomous craftsmen; then through union work rules; and, finally, through sympathy strikes—struggled to maintain or regain control over decisions exercised on the shop floor. Montgomery argues that these control-oriented struggles, which crested in the unparalleled militancy of the years 1916–1920, had their roots in the craftsman's ethic of the work "stint" (the self-imposed limit on worker output), a defiant strength in the

[3]Other important works reflecting on changing authority within the twentieth-century workplace include: David F. Noble, *America By Design: Science, Technology, and the Rise of Corporate Capitalism* (New York: Basic Books, 1977); and Harry Braverman, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century* (New York: Monthly Review Press, 1974). Contrast these to the happier picture presented by Daniel Nelson, *Managers and Workers: Origins of the New Factory System in the United States, 1880–1920* (Madison: University of Wisconsin Press, 1975).

face of unwarranted exactions from above, and a disciplined solidarity with fellow workers.

That industrial resistance did not necessarily devolve from skill or "manly" assertion, however, has been skillfully documented by Thomas Dublin's recent work on the Lowell millworkers (1979). A work force recruited not from artisans, but from young, unmarried women of New England small farms nevertheless showed a capacity for collective action through the "turnouts" of the 1830s and Ten Hour petitions of the 1840s. Rather than a tradition of craft, the Lowell women relied on a "sisterhood" formed in the common association of work, boarding house, and social life. A still-vibrant republican political tradition also still had meaning for these Yankee daughters, who would meet worsening industrial conditions with American Revolutionary invective:

> We will show these drivelling cotton lords, this mushroom aristocracy of New England, who so arrogantly aspire to lord it over God's heritage, that our rights cannot be trampled upon with impunity; that we will not longer submit to that arbitrary power which has for last ten years been so abundantly exercised over us.[4]

In entirely different circumstances, a "workers' culture" among twentieth-century women department store workers, according to Susan Porter Benson (1978), continually frustrated managerial attempts at rationalization from above.

While it is true that, except for the early mill operatives, most scholarship has concentrated on those skilled trades that produced stable, or at least strong, unions, the analytic emphasis for the most part has been less on the unions themselves as historical agencies than on the larger environment which nourished them. Thus, as we have noted, there has been considerable attention devoted to the nature of the work process with its changing skill requirements. The associational networks, antedating as well as sustaining formal union organization, have also figured prominently in the recent literature. Lodge meetings, voluntary fire companies, neighborhood taverns, as well as churches, ethnic societies, and political ward organizations, all played a role in the creation of cross-craft understanding and sympathy among urban workingmen. Many nineteenth-century studies, in particular, refer to the existence of a "working-class culture" which gave a meaning to contemporary values, such as respectability, self-help, and mobility, distinct from that applicable to its middle-class counterpart. Gregory Kealey's study (1980) of specific Toronto trades and social organization and Daniel Walkowitz's contrast of a mixed skilled-craft cotton and a textile town in upstate New York (1978) offer particularly rich accounts of the larger associational world of organized workers in the late nineteenth century.

The working-class community, as such, has been explored from a variety of angles. In his study of ante-bellum Lynn shoemakers, for example, Paul Faler (1974) divided the shoeworking community into three cultural categories: "traditionalists," "loyalists," and "rebels." Eschewing both the discipline of the new industrial morality and the radicals' efforts to organize for collective protection, the traditionalists stuck to the "looser," more casual, and less routinized life style of the eighteenth-century working people. The loyalists, on the other hand, bent to the standards of their new employers, embracing temperance and self-improvement, while likewise shunning labor organization. The rebel mechanics, while culturally indistinguishable from the loyalists, nevertheless turned a workplace morality conditioned by the labor theory of value, republicanism, and Christianity into a sharp critique of monopoly, exploitation, and political elitism.

Other authors have identified ethnicity as the basic reference point for workers' values. Contradicting older historiographic denigrations of the capacity for organization among lesser-skilled immigrant workers, Victor Greene portrays the militant coming-of-age of Slavic coal miners in Pennsylvania. In a wave of strikes near the end of the century, whole communities found inspiration both in the words of their priests and in the new political rights beckoning in the symbol of the American flag. Through an astute use of oral history, Peter Friedlander (1975), in a study of the organization of an auto workers local in 1930s, and Nell Painter (1979), in her collaboration with the southern Black Communist organizer Hosea Hudson, have also produced searching explorations of the intersection of the forces of ethnicity (or race) and class among American workers. Particularly in periods of weak labor organization, as David Montgomery (1972), among others, has demonstrated, ethnic rivalry and racial antagonisms among workers have come to the fore. But besides the complex question of whether ethnic consciousness reinforced or undermined "class consciousness" in America is the even more basic question of what impact ethnic identity had on working-class behavior. Virginia Yans MacLaughlin (1977), for example, has found that work and occupational decisions among Italians in Buffalo were conditioned by sex-role proprieties shaped in the Old Country. While Italian-American men gravitated towards outdoor work as construction laborers, women were culturally forbidden to leave home as domestics or factory workers, except under adequate familial (i.e., patriarchal) supervision, and only so long as female wages did not exceed those of male family members.

The study of unions themselves, a sustaining center of interest at least for twentieth-century labor historians, has itself undergone a changing emphasis in recent years. Labor history in the United States, in part, was born out of the attempts of progressive-era labor economists to defend and justify the existence of organized labor within liberal, capitalist society. By the 1960s, both the permanence of the unions and the failings of that society were taken for granted by many labor historians. As such, the unions themselves generally received critical scrutiny as established institutions. The growth of

[4]Caroline F. Ware, *The Early New England Cotton Manufacture* (Boston: 1931), p. 292.

Immigrants, having cleared inspection at Ellis Island, are shown in a railroad car enroute to their destination and work. Circa 1921–1924.

labor bureaucracy, "corporate ideology," opportunism, and corruption within major unions were emphasized, even as more radical rank-and-file efforts throughout the century were exhumed for future emulation.[5] Ironically, the declining economic strength and political influence of the labor movement amidst the stagflation of the 1970s has again touched off a scholarly revision of the unions' historic role. David Brody (1980) and James Green (1980), have offered the most mature, balanced syntheses extant on the twentieth-century experience of American unions. Meanwhile, excellent specific studies have also been written on such varied topics as the career of John L. Lewis (1977), the Communists and the C.I.O. (1977), Black workers and the UAW (1979), and the textile workers' struggle at Roanoke Rapids (1979).

". . . the so-called 'inarticulate' of history have proved all too often simply to have gone uncatalogued, unread, or unremembered."

The Unifying Lesson

Perhaps the unifying lesson implicit in the work of recent labor historians is that their subject not only touches on, but necessarily reshapes the way we look at the larger contours of American history. Herbert Gutman has pointed out that the essential subject matter of labor historians is sometimes mistakenly balkanized into labor history, mobility history, immigration history, women's history, family history, Black history, urban history, business history, religious history, and so on. What we are really talking about is simply what is required "to study the people" who have composed the American industrial heritage. There is, perhaps, something more as well. Early in the 1960s, the cry went up from scholars like Jesse Lemisch (1968) and Staughton Lynd (1964) to study history "from the botton up," an invocation which pointed to the importance of non-elite experience, not only as a matter of intellectual curiosity, but as a way to revise our basic understanding of the nation's past. Lemisch (1968) and Alfred Young (1964) did this in particular by focusing on the role of artisans and other plebian groups in the era of the American Revolution. From a quite different

[5] See, e.g., Stanley Aronowitz, *False Promises: The Shaping of American Working Class Consciousness* (New York: McGraw-Hill, 1973); Ronald Radosh, "The Corporate Ideology of American Labor Leaders from Gompers to Hillman," *Studies on the Left* 6 (Nov.-Dec. 1966): 66–88; Radosh, *American Labor and United States Foreign Policy* (New York: Random House, 1970); John Hutchinson, *The Imperfect Union: A History of Corruption in American Trade Unions* (New York: Dutton, 1970). Compare such works to Melvyn Dubofsky, *We Shall Be All: A History of the Industrial Workers of the World* (Chicago: Quadrangle, 1969); Alice and Staughton Lynd, *Rank and File: Personal Histories By Working Class Organizers* (Boston: Beacon Press, 1973); and James J. Matles and James Higgins, *Them and Us: Struggles of a Rank-and-File Union* (Englewood Cliffs, N.J.: Prentice-Hall, 1974).

vantage point, Stephan Thernstrom's study of working-class mobility (1964, 1973) also seeks to explain the peculiarities of American political culture through an understanding of the objective experience of the lower classes. David Montgomery's *Beyond Equality* (1967), which sets the labor question at the center of the republican tradition, likewise is as much a revision of political history as it is of labor history.

The past fifteen years of scholarship have, in short, seen a critical redefinition of issues of concern to labor historians. No doubt, the field has not seen the last of its internal "upheaval."

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A LESSON FOR STUDENTS

The Transformation of the Working Place: Its Impact on the Shoemakers

Fay D. Metcalf

As Leon Fink suggests in the preceding article, the transformation of the working place has had a profound effect on the daily lives of American workers. If Alan Dawley's book *(Class and Community, The Industrial Revolution in Lynn)* is available, teachers will find it useful in preparing a background lecture for this lesson. However, the lesson may be used as it appears as a simple example of the changes which industrialization forced upon individual working people.

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To the student: In the following exercise, you will be reading accounts that describe the shoemaking industry. As you read the excerpts, keep these questions in mind:

1. What do these accounts of the shoemaking industry have in common? How are they different? Do they all reflect the bias of the writers?
2. The first account makes the domestic system appear to be a sort of "golden age" for the artisans. How would you find out if that were really so?
3. The two union organizers look upon the changes in the shoemaking industry from the point of view of the workers. In what ways would the perspective of the factory owners be different? How might consumers view the changes?
4. The last account was written in 1972. How would you find out the conditions in the shoemaking industry today? What changes would you anticipate had taken place?

Account #1: From Norman Ware, *The Industrial Worker, 1840–1860* (New York: Quadrangle Books, 1964), pp. 39–40.

In 1830 nearly all the shoemakers of Lynn (Massachusetts) had owned their homes with some land about them. . . . Almost every family kept a pig and many had their own cow. . . . With a garden, a pig, and some fishing tackle the shoemaker "could bid defiance to financial tempests." In the winter he could go clam and eel hunting, and if he had two or three cords of wood split and piled in the shed he considered himself in easy circumstances. . . .

The shoemaker had always been regarded as a thoughtful and intelligent artisan. Every shoeshop was a lyceum. It was a common thing for the journeymen to hire a boy to read the paper to them while they worked. . . . The shoemakers were distinguished for general intelligence. It was a social business, conversation was not drowned by the noise of machinery, and there were many opportunities for reading and mutual improvement.

Account #2: From the testimony of Horace M. Eaton, General Secretary-Treasurer of the Boot and Shoe Workers' Union, September 21, 1899 to the U.S. Congress, as reprinted in Leon Litwack, *The American Labor Movement* (Englewood Cliffs, N.J.: Prentice-Hall, © 1962), pp. 5–8.

Q. Taking the material as it is prepared for the shoemaker, how many hands does a gentleman's finished shoe pass through in the process of manufacture?

A. To answer that question in another way, there are about one hundred subdivisions of labor in the manufacture of a shoe. . . .

Q. Now, let me ask, in connection with that, what effect has that specializing, . . . upon the workman? Has it a beneficial effect or otherwise?

A. Oh, it has been detrimental to the workman.

Q. The workman only knows how to perform the labor of one department?

A. That is all, and he becomes a mere machine. . . .

Q. What is the effect, generally speaking, of the employment of boys and girls in factories?

A. That is quite an evil. I have seen small children standing on boxes because they were not tall enough to stand up to a man's work and operate machines . . . the introduction of child labor is quite a factor, sometimes displacing the head of the family. There was an instance . . . where a man was receiving $2 a day; the firm turned him off and put in his own son at $1, at the same job.

Account #3: From Studs Terkel, *Working* (New York: Pantheon Books, a Division of Random House, Inc. © 1972), pp. 356–357.

Jack Spiegel, an organizer for the United Shoe Workers of America, is quoted in the following account.

About sixty percent in the industry are women. In some shops it goes as high as seventy percent. A great many are Spanish-speaking and blacks. It's low paying work . . .

Small shops are going out of business because they can't compete with the giants. There's been a lot of mergers in the shoe industry. Importation has cut into a third of the shoes being sold in our country. Shoes are brought in from Spain, Japan, Italy . . . The average wage in this country is $2.60. In Italy it is $1.10.

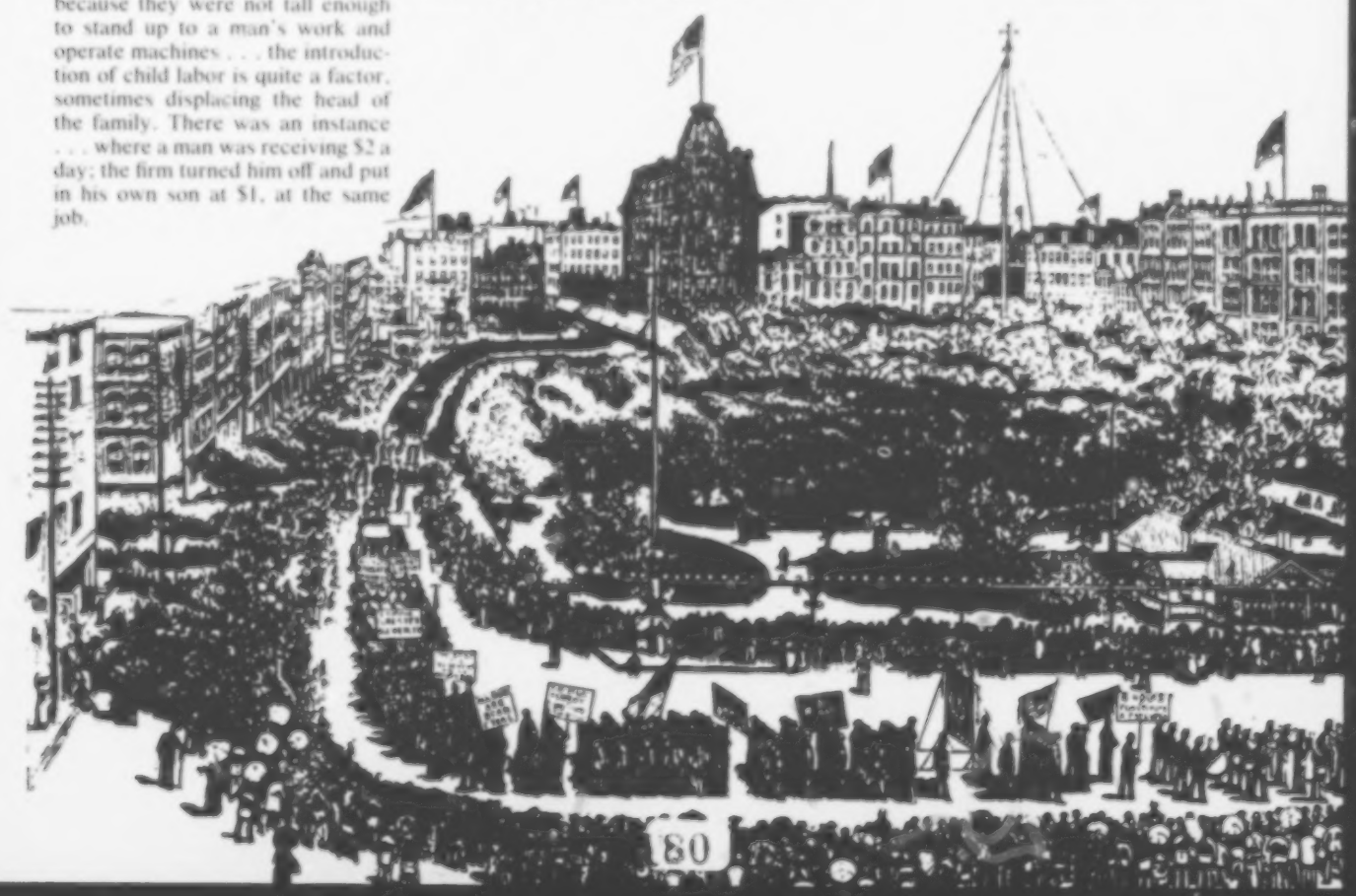
The same manufacturers who exploit here open up factories there, bring the shoes in here, finish 'em in some places, and put a 'Made in America' label on them . . .

Up to about twelve years ago, we had about a quarter of a million workers. There are now less than 170,000. In the next ten, fifteen years it may diminish to less than fifty thousand . . .

If some measures aren't taken by the government to tax those who send money out and establish those factories in other countries, and take jobs away from people here, it will be good-bye to the American shoe industry. Those in their sixties will retire. Those who are still able to work will find it more difficult.

Follow-up: Discuss the reading questions with your classmates. List topics on which there is disagreement, and try to discover why such disagreement occurs. Select one of the questions which these excerpts raise in your mind and do research for an answer. Find other accounts of the shoemaking industry and compare them with these accounts. Check your textbook to see if its account leaves you with the same general impression of the changes in the shoemaking industry as these excerpts do.

New York's first Labor Day Parade, 1882.



Revitalizing the Study of Labor

Paul Cole

Hubert Humphrey, in one of his last appearances, told a labor gathering, "The history of the American labor movement needs to be taught in every school in this land. . . ." Humphrey's concern, echoed by many in the labor movement itself, was that the historic struggle of American workers to form unions and gain the right to bargain collectively has been generally ignored in the nation's elementary and secondary schools.

Many school systems, however, have recently given a new focus to the study of labor. Their reasoning has been that it is desirable to provide students with a knowledge of the real world of work and to make the study of labor part of expanded programs in career education. All citizens, whether viewed as labor, management, or taxpayers, have a need to understand the role of the labor movement in the American political and economic system.

The last decade has witnessed the growth and development of a variety of labor studies curricula. States such as Michigan and Maine have instituted programs through their state education agencies. Cities such as Philadelphia and Akron have developed local programs. In other school districts, such as Lewiston-Porter Central School in Youngstown, New York, high-school elective courses have been added to the social studies program.

Most American students learn about the labor movement through the infusion of lessons or concepts into their courses in European history or American history, and there is some study of unions in economics classes. An increase in commercially available materials in the last few years has undoubtedly added to the amount of knowledge that students are learning about the labor movement and labor-management relations. Still, a survey of commercial materials dealing with the American economic system reveals a lack of attention to the role of the labor movement in our nation's history and economy.

The two basic approaches of teaching labor studies are, first, the development of elective courses, and, secondly, the infusion of labor topics into existing curricula. The infusion need not be limited to social studies or to the high-school level.

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The Independent Elective

Courses on labor studies can easily be developed to fit into existing elective programs at the secondary level. The most common is the one-semester course offered at the 12th-grade level. A number of districts, including the Newark, New Jersey system, have opted for this approach. The Lewiston-Porter course is a ten-week elective open to any high-school student. Some schools have five-week or six-week "mini-course" programs, where a labor studies elective could be added easily.

A comprehensive independent elective should include units on labor history; the organization and structure of the labor movement; labor law; the activities of the labor movement, including lobbying, use of the boycott and union label, and organizing; collective bargaining elections; education and training; collective bargaining; and labor's involvement in international affairs. In addition, students should have the opportunity to explore—through research papers, seminars, and debates—the many controversial issues confronting organized labor, such as the right to strike, "right-to-work" laws, technology's impact on labor, reverse discrimination, occupational safety and health, and others. Students should also be provided with career education information as part of the course.

A number of books on labor history are available, with Thomas Brooks' *Toil and Trouble* and Henry Pelling's *American Labor* both widely used. While Pelling's book ends in the early 1960s, it is still the best short history available on American labor. The AFL-CIO has "A Short History of American Labor," a reprint from the March 1981 AFL-CIO *American Federationist*, available from its Pamphlet Division. *The Workingman in American Life* by John Laslett (available from Houghton Mifflin)

President Franklin D. Roosevelt and AFL President William Green and Secretary-Treasurer George Meany with labor's poster for defense bonds. The photo is courtesy of AFL/CIO.

contains twelve chapters of selected readings that trace the history of the labor movement, and a concluding chapter on problems facing the labor movement. Sound-filmstrip series tracing the history of the labor movement are available commercially.

A labor law unit should include discussion of the Conspiracy Doctrine, the use of the injunction, child labor laws, the Sherman Act and the Clayton Act, the Norris-LaGuardia Act, the Wagner Act, the Taft-Hartley Act, and Landrum-Griffin. Contemporary public-sector labor laws should also be examined. Emphasis throughout the unit should be placed on the historic role played by the three branches of government relative to the efforts of workers to organize.

Labor in Mainstream Courses

The infusion of concepts about labor can begin in the earliest grades. For example: the Akron, Ohio, program's *Handbook of Ideas for Involving and Integrating Labor in Career Education*, which was developed from a project sponsored by HEW's Office of Education, suggests instructional objectives for K–3 in which students learn to distinguish between those in authority and those who take orders, to accept the notion that people are paid for their work, and to understand that group membership influences a person's behavior pattern and degree of independence. They are also exposed to labor songs and folklore.

Akron students in grades 4–6 are taught the basic concept of unionism and the realization that some parents are members of unions. In grades 7–8, students learn a variety of terms associated with labor, are able to cite highpoints in the history of labor, and understand that a union generally is a democratic organization with elected representatives.

High school students in Akron are taught the structure of the labor movement and participate in simulations on collective bargaining and grievance processing, as well as exploring issues and careers in organized labor.

In Maryland, social studies teachers attending a workshop on labor curriculum underscored the need for infusing various elements of the subject into the new K–12 Maryland Social Studies Curriculum Framework. Under the broadly stated curriculum goals within the Framework, teachers would incorporate some basic learning objectives relating to labor. An example of such infusion could be materials and skills related to the curriculum goal of the Framework which asks that "students demonstrate an understanding of commitment to the rules of law." The

infusion objective, or sub-goal, of the Framework goal could be that "students understand how the rule of law has related to the labor movement from the early days of repression and restriction to current freedom under the law to organize, to bargain collectively, and to redress grievances."

Into the Framework goal of "[demonstrating] respect for majority rule and the rights of the minority," an infusion objective could be to "understand that the structure of organized labor rests on the rule of the majority as well as the rights of the minority within the democratic process, as these factors relate to organizing, choice of leadership, acceptance of contracts, etc."

California!, one of several fourth-grade history texts approved by the State Board of Education, has a chapter entitled "Workers Seek a Fair Share," which explores the history of the labor movement in California up to and including the role of Cesar Chavez and the United Farm Workers.

Teachers can find some excellent suggestions for infusing labor studies into the fields of English, art, film, history, law, music, and philosophy by referring to a text compiled for a project by the Institute of Labor and Industrial Relations at the University of Houston. It is entitled *The Working Americans and the Humanities*, and it was edited by Mary Schiflett and Susan Midtgaard.

Curriculum Materials

There are many materials now available to classroom teachers who wish to infuse aspects of labor studies into their existing courses:

• The newest and most comprehensive guide for teachers is *Working in America: A History of the U.S. Labor Movement*, published recently by the American Federation of Teachers and available for four dollars. The series provides a five-part chronological history of the labor movement and includes five wall posters depicting events from the five periods covered. In addition, the series includes a glossary of labor terms, an annotated bibliography, a listing of records of labor songs, a section of films on labor, and a partial reading list from *The Working Americans and the Humanities*, mentioned above. The guide also contains some suggested classroom activities.

• The AFL-CIO Department of Education has recently published *How Schools Are Teaching About Labor: A Collection of Guidelines and Lesson Plans*. This collection of existing school-district programs includes eight different approaches, with guides and lessons offering a variety of materials, sources, and teaching strategies. Most of the materials are lesson plans organized on a daily and/or unit basis. Some, either wholly or in part, concentrate on historical background and source materials, giving teachers the flexibility to infuse understanding of the subject into the study of an era or into a conceptual framework.

• A number of state education departments have materials for teachers. Under a grant from the National Endowment for the Humanities, the New York State Education Department has developed a three-part series entitled *Working in America*. The guides contain many excellent lessons and classroom exercises on labor and work.

• The United Federation of Teachers in New York City has prepared a comprehensive and easy-to-use notebook of source materials. The publication, *Organized Labor*, contains a series of 46 "documents," each followed by questions for inquiry and discussion and suggested topics for independent study. It also contains a glossary and five wall posters.

• The Philadelphia School District has produced a curriculum guide entitled *Labor Unions: Progress and Promise*. It contains 17 specific lessons, a bibliography, a film list, and a section on community resources.

• Frequently overlooked as sources of classroom materials for labor studies are the Industrial Relations Schools and Labor Education Centers of many universities. They produce a variety of pamphlets and materials which are suitable for high school students and as teacher reference materials.

• Perhaps the best single source of materials is the AFL-CIO. Its Education Department has a kit of materials which is sent to teachers free of charge. It contains many useful pamphlets and other materials which can be ordered in bulk at reasonable prices. Included in the kit is a publication listing films which can be rented from the AFL-CIO Film Division for only five or ten dollars. This is the largest labor film library in the United States.

• The last ten years have seen a significant increase in the number of commercial materials available from the publishers. A large number of sound filmstrips, as well as simulation games, can be found in the catalogs. One of the most comprehensive and balanced treatments of American labor history is *The American Labor Movement: A Fight for Human Dignity*, from Educational Enrichment Materials. The six sound filmstrips trace the history of American workers from colonial times to the mid-1970s.

• "Settle or Strike," a simulation game available from the Communications Workers of America, is an effective teaching tool to assist students in understanding the dynamics of the collective bargaining process.

Where to Write

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Editorial Department
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New York State United Teachers
80 Wolf Road
Albany, New York 12205

Communications Workers of
America
1925 K Street, N.W.
Washington, D.C. 20006 □

Document of the Month

Edited by Mary Alexander and Marilyn Childress
Education Specialists, National Archives

As a regular feature of Social Education, *the "Document of the Month" is intended to provide teachers and students with the chance to work with primary source materials from the holdings of the National Archives. As the repository for the permanently valuable records of the Federal Government, the National Archives is an especially rich resource for social studies classes.*

The documents presented here cover a broad range of topics, including family history, settlement of the West, and Black history. Suggested teaching strategies that accompany the documents emphasize such skills as drawing inferences, using maps, and developing interpretations of historical evidence. **You are free to reproduce the documents presented here in whatever quantities you wish.**

In addition to this feature, the Education Division staff also develops supplemental teaching units for use by secondary social studies classes. Each packet includes from 40 to 50 facsimiles of documents from the National Archives and a teacher's guide describing suggested class activities. These units include: World War I—The Home Front, World War II—The Home Front, The Great Depression and New Deal, *and* The Civil War: Soldiers and Civilians. *Information on ordering these packets is available from the Education Division.*

If you would like to suggest topics for future columns, or to propose different approaches for working with documents in the classroom, please write: Academic and Curricular Development, Education Division, (NEE) National Archives and Records Service (GSA), Washington, D.C. 20408.

Three Photographs of Children at Work, Circa 1908

The growth of industry after the Civil War increased the demand for workers and pulled more and more children into the labor force. In the twenty years between the census reports of 1890 and 1910, the number of working children between the ages of 10 and 15 rose from 1.5 million to 2 million. By 1910, children made up 18.4 percent of the total labor force.

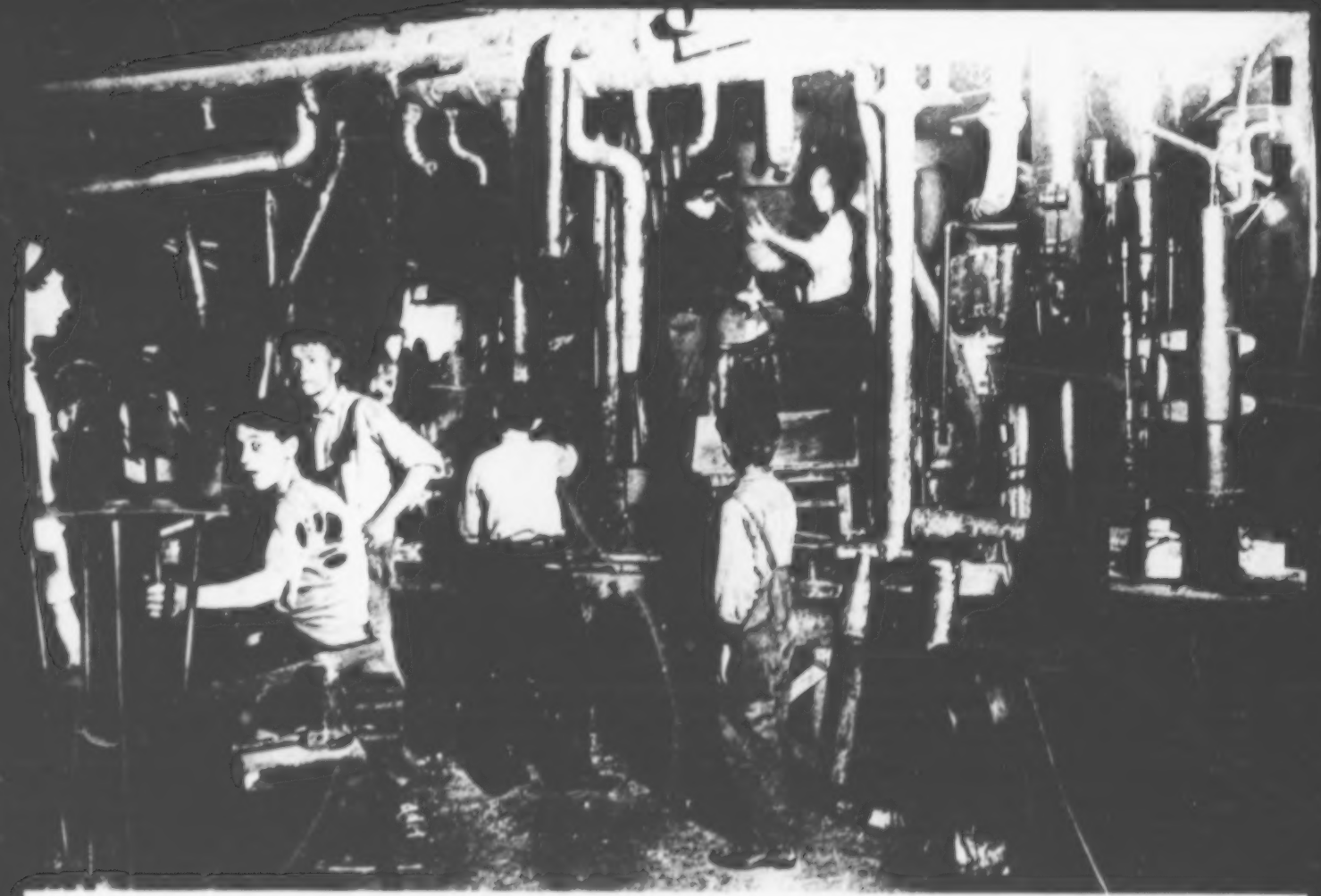
In the National Child Labor Committee, a public interest group that started in New York City in 1904, opposition to child labor found a strong voice. The NCLC began its investigations with child labor conditions in coal mines, capitalizing on the public concern raised during the nationwide coal miners strike of 1902. Later NCLC investigations centered upon the glassmaking industry, textile mills—especially in the South—and the canning industry.

Eyewitness accounts of the kind of working conditions of child laborers that the NCLC was investigating and publicizing at the beginning of the twentieth century appear in *Children and Youth in America*, Volume II, Robert H. Bremner, editor (Harvard University Press, 1971). One such account, taken from John Spargo's *The Bitter Cry of the Children* (New York, 1906), describes conditions in a glass factory:

> I shall never forget my first visit to a glass factory at night . . . the boys employed, about forty in number, at least ten of whom were less than twelve years of age. It was a cheap bottle factory, and the proportion of boys to men was larger than is usual in the higher grades of manufacture. The hours of labor for the "night shift" were from 5:30 pm to 3:30 am. . . . Then began the work of the "carrying-in boys," sometimes called "carrier pigeons," [who] took the red-hot bottles from the benches, three or four at a time, upon big asbestos shovels to the annealing oven. . . . The work of these "carrying-in boys," several of whom were less than twelve years old, was by far the hardest of all. They were kept on a slow run all the time from the benches to the annealing oven . . . was one hundred feet, and the boys made seventy-two trips per hour, making the distance traveled in eight hours nearly twenty-two miles. Over half of this distance the boys were carrying their hot loads to the oven. The pay of these boys varies from sixty cents to a dollar for eight hours' work.

Another account, taken from Al Priddy's *Through the Mill* (Norwood, Massachusetts, 1911), describes conditions in a cotton mill:

> The mule-room atmosphere was kept at from eighty-five to ninety degrees of heat. The hardwood floor burned my bare feet. I had to gasp quick, short gasps to get air into my lungs at all. My face seemed swathed in continual fire.



National Archives 102-LH-120

#120 9:00 P.M. Indiana Glass Works (August, 1908). [Original caption]

. . . Oil and hot grease dripped down behind the mules, sometimes falling on my scalp or making yellow splotches on my overalls or feet. Under the excessive heat my body was like a soft sponge in the fingers of a giant; perspiration oozed from me until it seemed inevitable that I should melt away at last. To open a window was a great crime, as the cotton fiber was so sensitive to wind that it would spoil. . . . When the mill was working, the air in the mule-room was filled with a swirling, almost invisible cloud of lint, which settled on floor, machinery, and employees, as snow falls in winter. I breathed it down my nostrils ten and a half hours a day; it worked into my hair, and was gulped down my throat. This lint was laden with dust, dust of every conceivable sort, and not friendly at all to lungs.

In 1908 the NCLC hired Lewis W. Hine to investigate and to photograph the conditions of working children. The three photos that appear here are typical of the scenes that Hine captured with his camera. These photographs, numbered 102-LH-90, 102-LH-120, and 102-LH-348, are now in Records of the Children's Bureau, Record Group 102. (See pp. 106, 108, 109.)

The results of the NCLC investigations did not build immediate or widespread public support. The most vocal opponents included southern mill owners, supporters of states rights, *laissez-faire* economists, and, most significant politically and morally, President Woodrow Wilson. Nevertheless, the diligent work of the members of the NCLC resulted in the establishment of the Children's Bureau (1912), a federal information clearinghouse, and, in 1916, in the passage of the Keating-Owen Bill. The resulting law established child labor standards: a minimum age of 14 for workers in manufacturing and 16 for workers in mining, a maximum workday of 8 hours, prohibition of night work for workers less than 16, and documentary proof of age.

Today the Fair Labor Standards Act, passed in 1938, establishes minimum wages, overtime pay, and child labor standards for workers in the United States. The child labor provisions ensure children's educational opportunities and protect their health. With the establishment of strictly enforced compulsory state education laws, full-time work for children became a thing of the past. Part-time hours vary according to hazards in the workplace. The minimum age for children employed in agriculture is 12 years, and in industry it is 14 years.

National Archives 102-LH-348

#348 Spinners and doffers in Lancaster (S.C.) Cotton Mills. 12/1/1908. [Original caption]

TEACHING ACTIVITIES

Display the photographs on the bulletin board before making assignments, and direct students to examine them closely. Remind students that Hine's photographs were used by the NCLC to arouse public interest in and concern for the plight of working children. As when they work with all documents, students should consider the point of view of the photographer as they draw conclusions from the photographs. Student assignments should directly reflect the evidence found in the photographs on pages 106, 108 and 109.

1. Direct students to select one child portrayed in the photographs. Read to them the two eyewitness accounts of working conditions at the beginning of the twentieth century. Ask students to complete one of the following writing assignments from the perspective of the child laborer in the selected photograph:

- A diary entry that describes in detail why you are working.
- A letter to a friend that describes in detail your daily routine at your job.
- A diary entry that describes why you like or dislike your job.
- Your comments to the NCLC staff that is investigating conditions in your place of work.

2. Conduct a class discussion of the following question: What role should the government assume in protecting workers—especially children—from the hazards of the workplace?

3. Make a survey of students who are employed, in order to collect such information about their jobs as wage rates, hours, and safety precautions. Ask working students the following questions:

- Did your employer advise you about hours or safety laws that protect you as a minor?
- What procedures are required of you by the federal and state governments before you can work?
- Do you think that government regulations for employed minors provide you adequate protection? or too much? or too little? Why? □

National Archives 102-LH-90

#90 A Typical glass works boy, night shift. Said he was 16 years old. 1:00 A.M. Indiana, August, 1908. [Original caption]

NEW LIFE FOR LABOR STUDIES

Rediscovering America's working heritage

BY ROGER S. GLASS

VIRTUALLY IGNORED by the nation's classrooms and textbooks, organized labor's contribution to American society is currently witnessing a groundswell of interest. Historians and educators, most of whom had neglected labor studies in the past, have begun to embrace the philosophy that labor history's rightful place is alongside that of this nation's other historic events.

Examples of this burgeoning interest in labor studies abound: the infusion of labor history into the curricula of several elementary and secondary school systems; the proliferation of labor education programs at major colleges and universities; and the adoption of a number of resolutions in state legislatures supporting the teaching of labor studies and stressing the need for a greater understanding of organized labor's role in American history.

This blossoming of interest in labor studies could not have come at a more critical time from the point of view of organized labor. The negative and stereotypical image of labor and trade unions that has been perpetuated by the media and management has hurt labor's effectiveness, most labor leaders concede.

"Young people go through school and enter the work force without ever hearing a thing about unions or collective bargaining unless it's connected with a strike or some other crisis," observes AFT vice president Paul Cole. "All of the constructive things that the labor movement has done, such as its support for civil rights and its fight for the reform of child labor laws, go unnoticed."

An unabashed advocate of labor studies, Cole teaches a labor studies course at Lewiston-Porter Senior High School in Youngstown, New York, where his classes include lessons on collective bargaining, labor law, and the history of the labor movement. The importance of labor studies, Cole maintains, has never been more apparent.

"We are seeing a resurgence of an anti-labor mood orchestrated by the right wing and other groups that are attempting to diminish the power of organized labor," says Cole. The absence of labor history has helped to make unions a convenient target for those eager to blame organized labor for the nation's current economic ills, he charges.

WILL THIS interest in labor studies be a lasting one, and will it help to resolve some of the image problems that currently confront the labor movement? And, what role should organized labor—and teachers—play in the promulgation of labor history?

One of the principal reasons given for the new status being accorded labor history is its "new" focus on working people and some of the specific events that helped to shape their working lives. Where earlier courses on labor history centered on organized labor as an institution, historians and educators have begun of late to view the labor movement as a complex social organization with its own set of values, its own culture, and a distinct perception of the American work ethic.

This acceptance of labor history as a legitimate and important field of study has had a profound effect on efforts to expand the teaching of labor studies.

"The growing credibility of labor history as a recognized subject among scholars and other members of the academic community has helped tremendously," says Bill Lanxner, a staff representative for the AFL-CIO's department of education.

With the support of most of its member unions, the AFL-CIO has been engaged in an ongoing campaign to improve the quality and quantity of labor studies programs.

"It is only fair that young people come away from school with a full and honest picture of our history, our society, and our economy," says Dorothy Shields, director of the federation's department of education. "Organized labor has played a role in the development of each of these elements and continues to do so, and whether a young person is destined for a career as a

SELECTED PHOTOS FROM THE NATIONAL ARCHIVES, THE AFL-CIO AND THE LIBRARY OF CONGRESS

Roger S. Glass is an assistant editor in the AFT editorial department.

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worker or in management, he or she deserves to get the whole story."

Herbert G. Gutman, a noted labor historian and professor of American history at the City University of New York (CUNY), is supervising a research project on American working class history. Designed for use by trade unionists and other working adults not in school, the curriculum being developed by Gutman and his associates, "Working Men and Women in American History," focuses on the changing status and behavior of America's working people from colonial settlement to the present.

"There is a cynicism toward labor history among working men and women," Gutman maintains. "History to them is a lifeless subject that doesn't relate to their current situations.

"That cynicism would disappear if these same workers knew how essential they have been to the development of the nation as a whole and organized labor's involvement in pursuing economic and social justice."

THE CONTINUING efforts of the AFL-CIO and other unions like the AFT is meeting with measurable success. Several states have already taken concrete steps to increase the study of labor history. And several of the school districts in these and other states have either infused labor studies into existing curricula or added separate electives on the subject.

In Michigan, for example, the state's AFL-CIO and the United Auto Workers have both developed labor education programs that have been approved for use in a number of school districts. But efforts to train classroom teachers for the teaching of labor studies have met with somewhat more mixed results. While recognizing the importance of labor studies, most teachers are not prepared to teach labor studies, says Cole. "They don't feel comfortable with the subject."

That is beginning to change, however. A recent workshop, jointly sponsored by the New York State United Teachers and the Department of Industrial Relations at Cornell University, introduced teachers and other educators to labor studies and provided them with some of the necessary training and materials for teaching labor studies. A teacher's attitude toward and knowledge of labor, Lanxner emphasizes, has important implications that are not lost on organized labor. "The classroom teacher is in a unique position as far as labor history is concerned because the teacher is the one who comes face to face with the students," he says.

Jules Kolodny, an AFT vice president who chairs the AFT's labor education committee, concurs. "Teachers who are organized and understand what labor has done, not only for them and their families but for the society as a whole, have a special responsibility when it comes to the teaching of labor history. Our failure is that we haven't made the decisive effort that we should."

One ambitious teacher training program is currently taking place in Maryland, where a new law mandates the teaching of labor history in the schools. Working in conjunction with state officials and state labor councils, the AFL-CIO has conducted workshops, inservice training, and other programs for elementary and secondary school teachers. As a result, teachers in Baltimore and other parts of the state have received relevant teaching materials as well as instruction in the implementation of programs.

"I believe more teachers are beginning to understand the importance of providing students with a better background in labor history so that they don't get such a one-sided view of unions," says Irene Dandridge, president of the Baltimore Teachers Union and head of the Metropolitan Baltimore Labor Council's education committee. "The Chamber of Commerce and business groups have always done a good job of getting their side of the story into the schools."

Some Baltimore teachers are also attending courses and seminars on labor education offered by the University of Maryland and other area colleges and universities.

In Detroit, a city rich in labor history, a labor education program run by Frontlash, the organization that encourages youth participation in labor issues, has reached nearly 1,500 high school juniors and seniors. Michigan Frontlash director Jan Heller says that the program's objective is to provide students with a background in trade unionism.

"Detroit is a union town, and I think that had a lot to do with our success in getting cooperation from the local school board," Heller says. "They realize that a void does exist."

Frontlash representatives simply told school officials that labor is an important part of society and that students would have to work with labor someday whether they are management or workers, recalls Heller.

The Detroit Federation of Teachers has worked closely with Frontlash, encouraging teachers to take advantage of the organization's inservice training sessions. The response from teachers has been favorable, Heller reports.

In California, where former AFL-CIO regional director William L. Gilbert was instrumental in stimulating widespread interest in labor history, the state AFL-CIO for the past thirteen years has sponsored labor workshops, seminars, and tours for thousands of students and teachers. Participants in the California program take part in labor history discussions and receive materials on unions, collective bargaining, and the role of political action.

Recently, the California state board of education approved new social studies textbooks for grades three through twelve that contain chapters on organized labor. The state has also updated its economics curriculum to include the role of trade unions and bargaining in modern society.

TWO MYTHS that have haunted labor studies, according to AFT vice president Cole, are that the schools are not doing anything to teach labor history and that there is a dearth of good labor history materials.

Both contentions are false, asserts Cole. "I'm convinced that there has been an explosion of interest in labor studies among teachers, school systems, and labor unions. People can no longer say that the reason that they are not teaching labor history is because there's an absence of materials."

Cole, singling out curriculum guides prepared by the AFL-CIO and the AFT's "Working in America" series published last year in the *American Teacher*, urges a lesson plan that would include information about the Pullman and Homestead strikes and the Conspiracy Doctrine, which was once used by employers to keep down workers' wages.

Other unions that have developed labor history resource materials for teachers include the United Federation of Teachers in New York City, which has prepared a source book on organized labor, and the New York State United Teachers. NYSUT, with Cole's assistance, is preparing a curriculum guide for statewide use.

Some AFT locals, as part of their collective bargaining agreements, have negotiated commitments from school boards to locate textbooks that provide a balanced account of labor's role.

Cole, who admits to favoring independent labor electives that allow for comprehensive coverage of the subject, says that the infusion of labor studies into mainstream courses usually meets with less resistance. Labor topics can be incorporated into social studies courses, English classes, business courses, and other subject areas, he said.

Despite the increased availability of materials and the obvious interest in expanding labor studies, resistance to the idea of teaching labor history continues.

"It's tough for labor to get into the schools and on college campuses when the people who run this country—bankers, lawyers, and big business—are not your typical working men and women," Lanxner said.

"Sometimes people don't want to be reminded that there are two sides to the story of making it in America: the 'strike-it-rich Horatio Alger' story and that of the working man or woman who works most of his or her life to care for the family."

Nevertheless, this coming together of unions, historians, educators, and school officials for the purpose of stimulating interest in labor studies holds immense promise. Organized labor's hope is that these activities will begin to build bridges between the general public and unions based on a deeper understanding of labor's historic role in America.

For labor history to have a real impact, maintains labor historian Herbert Gutman, ways must be found to integrate labor studies into existing history curricula.

"Now is the time to include labor's role in the history of the United States so that both the workers and the bosses can understand the contributions of American workers," he says.

Adds Lanxner. "If you're going to study American history, the history of labor should be part of that history. Labor history is part of our heritage." □

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FACES OF A UNION

Produced by The United Steelworkers of America.
28 minutes. 1980. Rental $5.

What does a union do? How does it function? This film about the Steelworkers is designed to answer these questions and provide students and the general public with a better understanding of how a democratic union functions in our society. The film cuts across the many activities of a union member's life. Workers are seen on the job, processing grievances, investigating safety violations, bargaining a contract, walking the picket line and attending classes at the union education center. Some early film footage provides a look at the early history of the union.

VOICES OF A UNION

Produced by the Bakery, Confectionery and Tobacco Workers International Union.
20 minutes. 1982. $5.

This film presents a colorful profile of a union showing the many kinds of work union members do and the various services that the union performs for its membership. The film can be used in schools to give students information on the world of work and the role the union plays in representing its members through grievance procedure, bargaining, education, and other activities.

THE COUNTING STARTS WITH ONE

Produced by the United Steelworkers of America.
21 minutes. 1970. Rental $5.

The importance of each member to the strength of the union is the theme of this film. It shows how individuals through their union can solve many problems in the shop and in the community that they could not solve alone. The film was produced by the Steelworkers to tell new members something about the union, its history and current goals.

UNION AT WORK

Produced by District Council 37, AFSCME.
28 minutes. 1970. Rental $5.

Representing city workers ranging from hospital employees to engineers and psychologists, District 37 serves its 100,000 members in many ways. This film gives an overview of a dynamic union engaged in protecting its members on the job, through collective bargaining, legislative and political action. There are some excellent scenes from collective bargaining sessions and union education programs.

Two strike films which give some understanding of issues involved in organizing --

I AM SOMEBODY

Produced by the American Foundation on Nonviolence.
28 minutes. 1970. Rental $5.

At the end of the 113-day hospital strike in Charleston, South Carolina, one of the striking workers said: "We had to fight the whole power structure of South Carolina, but if you are ready and willing to fight for yourself, others will fight for you." This is a film report on the coalition of labor and civil rights groups which joined forces to support the organizing drive of District 1199 of the Retail, Wholesale and Department Store Union to win recognition for hospital workers.

LIKE A BEAUTIFUL CHILD

Produced by District 1199, Retail, Wholesale and Department Store Union, AFL-CIO.
26 minutes. 1967. Rental $5.

"Once I got involved in the union, I learned one simple thing. Myself plus others means much more than myself alone...and when one is strong, hundreds strong, we're mountains tall over anybody else." In this documentary film, hospital workers in New York City tell of their struggle to organize and improve wages that were less than welfare checks. What their union means to them in terms of dignity, self-respect and hope is clearly expressed as they talk about their work and how they were treated before the union was formed.

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Champaign, IL 61820
(217) 333-0980

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815 W. Van Buren
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(312) 996-2623

PRAIRIE STATE COLLEGE
Labor Studies Program
202nd and Halsted Streets
Chicago Heights, IL 60411
(312) 756-3110 Ext. 202

ROOSEVELT UNIVERSITY
Labor Education Division
430 South Michigan Avenue
Chicago, IL 60605
(312) 341-3636

INDIANA UNIVERSITY
Division of Labor Studies
Owen Hall 101
Bloomington, IN 47401
(812) 335-9082

INDIANAPOLIS
Indiana University Indianapolis
Division of Labor Studies
Student Union Building, Room 403
1300 West Michigan Street
Indianapolis, IN 46202
(317) 264-3471

SOUTHBEND
Indiana University South Bend
Division of Labor Studies
Administration Building, Suite 116
1700 Mishawaka Avenue
P.O. Box 7111
South Bend, IN 46634
(219) 237-4469

GARY
Indiana University Northwest
Division of Labor Studies
Lindenwood Hall, Room 126
3400 Broadway
Gary, IN 46408
(219) 980-6825

FORT WAYNE
Indiana Univ.-Purdue Univ. at Ft. Wayne
Division of Labor Studies
2101 Coliseum Boulevard East, Suite 235
Fort Wayne, IN 46805
(219) 482-5491

KOKOMO
Indiana University at Kokomo Center
Division of Labor Studies
2300 South Washington Street, Room 225 M
Kokomo, IN 46901
(317) 453-2000

THE UNIVERSITY OF IOWA
Labor Center
Oakdale Hall
Iowa City, IA 52242
(319) 353-5355

UNIVERSITY OF KENTUCKY
Center for Labor Education and Research
643 Maxwelton Court
Lexington, KY 40506
(606) 257-4811

UNIVERSITY OF MAINE AT ORONO
Bureau of Labor Education
128 College Avenue
Orono, ME 04473
(207) 581-4124

ANTIOCH
George Meany Center for Labor Studies
10000 New Hampshire Avenue
Silver Spring, MD 20903
(301) 431-6400

DUNDALK COMMUNITY COLLEGE
Labor Studies Program
7200 Sollers Point Road
Dundalk, MD 21222
(301) 522-5785

HARVARD UNIVERSITY
Harvard Trade Union Program
Littuaer Center 115
Cambridge, MA 02138
(617) 495-9266

SOUTHEASTERN MASSACHUSETTS UNIV.
Labor Education Center
North Dartmouth, MA 02747
(617) 999-8007

UNIVERSITY OF MASSACHUSETTS-AMHERST
Labor Relations and Research Center
125 Draper Hall
Amherst, MA 01003
(413) 545-2884, 2893

UNIVERSITY OF MASSACHUSETTS-BOSTON
Institute for Labor Affairs
250 Stuart Street
Boston, MA 02116
(617) 956-1115

WORCESTER OFFICE
419 Belmont Street
Worcester, MA 01605
(617) 793-1126

EASTERN MICHIGAN UNIVERSITY
Labor Studies Program
703 Pray-Harrold
Ypsilanti, MI 48197
(313) 487-0008, 0005

MICHIGAN STATE UNIVERSITY
Labor Program Service
School of Labor and Industrial Relations
432 South Kedzie Hall
East Lansing, MI 48824
(517) 355-5070

OAKLAND UNIVERSITY
Ken Morris Labor Studies Center
233-236 Varner Hall
Oakland University
Rochester, MI 48063
(313) 370-3124

WAYNE STATE UNIVERSITY
The Labor Studies Center
Institute of Labor and Industrial Relations
Wayne State University
6001 Cass Avenue
Detroit, MI 48202
(313) 577-2191

UNIVERSITY OF MICHIGAN
The Labor Studies Center
Institute of Labor & Indus. Rels.
University of Michigan
108 Museums Annex
Ann Arbor, MI 48109
(313) 764-0492

UNIVERSITY OF MINNESOTA
Labor Educator Service, IRC
437 Mgmt. and Econ. Bldg.
271 - 19th Avenue South
Minneapolis, MN 55455

UNIVERSITY OF MISSOURI
Labor Education Program
1004 Elm Street
Columbia, MO 65211
(314) 882-8358, 4704

UNIVERSITY OF NEBRASKA AT OMAHA
William Brenan Institute for Labor Studies
Peter Kiewit Conference Center
Omaha, NE 68182
(402) 554-3340

RUTGERS UNIVERSITY, THE STATE UNIVERSITY
Labor Education Center
Institute of Management & Labor Relations
Ryders Lane and Clifton Avenue
New Brunswick, NJ 08903
(201) 932-9503

Faculty of Arts & Sciences, Labor Studies Dept.
Ryders Lane and Clifton Avenue
New Brunswick, NJ 08903
(201) 932-8560

Graduate School of Education
Labor Studies Education
10 Seminary Place
New Brunswick, NJ 08903
(201) 932-7303

CORNELL UNIVERSITY
ITHACA HEADQUARTERS
New York State School of Indus. & Labor Rels.
Division of Extension & Public Service
Ithaca, NY 14853
(607) 256-3281

CAPITAL DISTRICT
New York State School of Indus. & Labor Rels.
112 State Street
Albany, NY 12207
(518) 473-1931

CENTRAL DISTRICT
New York State School of Indus. & Labor Rels.
ILR Conference Center
Ithaca, NY 14853
(607) 256-3266

METROPOLITAN DISTRICT
New York State School of Indus. & Labor Rels.
15 East 26th Street
New York, NY 10010
(212) 340-2800

ROCHESTER DISTRICT
New York State School of Indus. & Labor Rels.
Rochester, NY 14604

WESTCHESTER/ROCKLAND OFFICE
New York State School of Indus. & Labor Rels.
SUNY at Purchase
Room 310, Admin. Bldg.
Purchase, NY 10577

LONG ISLAND
New York State School of Indus. & Labor Rels.
SUNY - Farmingdale
Farmingdale, NY 11735
(516) 293-0610

WESTERN DISTRICT
New York State School of Indus. & Labor Rels.
120 Delaware Avenue, Room 225
Buffalo, NY 14202
(716) 842-6180

EMPIRE STATE COLLEGE (SUNY)
Center for Labor Studies
330 West 42nd Street - 4th Floor
New York, NY 10036
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THE OHIO STATE UNIVERSITY
Labor Education and Research Service
1810 College Road
Columbus, OH 43210
(614) 422-8157

(Northwest Region)
320 West Woodruff Avenue, Suite 222
Toledo, OH 43624
(419) 243-2151

(Northeast Region)
767 East Turkeyfoot Lake Road, Suite 7
Akron, OH 44319
(216) 896-4446

(Southwest Region)
35 East Seventh Street, Suite 200
Cincinnati, OH 45202
(513) 241-9139

YOUNGSTOWN STATE UNIVERSITY
Labor Studies Program
410 Wick Avenue
Youngstown, OH 44555
(216) 742-3338

UNIVERSITY OF OREGON
Labor Education and Research Center
154 PLC
Eugene, OR 97403
(503) 686-5054

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Center for the Study of Labor Relations
413 John Sutton Hall - IUP
Indiana, PA 15705
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University Park, PA 16802
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Department of Labor Studies
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Reading, PA 19608
(215) 372-1522

KING OF PRUSSIA CENTER
Department of Labor Studies
650 S. Henderson Road
King of Prussia, PA 19406
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NEW KENSINGTON OFFICE
Department of Labor Studies
3550 Seventh Street Road
New Kensington, PA 15069
(412) 337-7264

TENNESSEE STATE UNIVERSITY
The Tennessee Center for Labor-Mgmt. Rels.
10th and Charlotte
Nashville, TN 37203
(615) 251-1112

WEST VIRGINIA INSTITUTE OF TECHNOLOGY
Labor Studies and Industrial Relations
Montgomery, WV 25136
(304) 442-3157

Southern Appalachian Labor School
(304) 442-3294

WEST VIRGINIA UNIVERSITY
Institute for Labor Studies
Center for Ext. & Continuing Educ.
710 Knapp Hall
Morgantown, WV 26506
(304) 293-3323

CHARLESTON, WEST VIRGINIA OFFICE
Institute for Labor Studies
3110 MacCorkle Avenue
Charleston, WV 25304
(304) 347-1247

THE UNIVERSITY OF WISCONSIN
School for Workers
422 Lowell Hall
610 Langdon Street
Madison, WI 53703
(608) 262-2111

MILWAUKEE OFFICE
School for Workers
929 North 6th Street
Milwaukee, WI 53203
(414) 224-4175

GREEN BAY OFFICE
School for Workers
University of Wisconsin-Green Bay
720H Library Building
Green Bay, WI 54301
(414) 465-2082

PARKSIDE OFFICE
School for Workers
355 Molinaro Building
Kenosha, WI 53141

LABOUR COLLEGE OF CANADA
545 King Edward Avenue
Ottawa, Ontario
K1N 6N5 Canada
(613) 232-5375

NIAGARA COLLEGE OF APPLIED ARTS & TECH.
Institute of Labour & Labour-Mgmt. Studies
Woodlawn Road
Welland, Ontario, Canada
(416) 735-2211

How we can help put labor in schools

SEPTEMBER is back-to-school month across North America. Union members, whether they have children returning to school or not, should give this event some special thought, Don Spatz, the Brotherhood's director of education and occupational safety and health suggests.

"One of the complaints at almost every meeting of unionists I've ever been to, is that younger generations—workers, students, children—don't know union history or what unions have accomplished in this country," Spatz told the Reporter.

"Union members can help remedy this," he pointed out. "First, we can try to get our central labor councils to set up speakers' bureaus, if they don't have them already, with a pool of union leaders who can go into upper-grade or high-school classrooms, on invitation, to talk about unions. Of course, the schools should be notified that these special speakers are available.

"The most basic way to educate the young, of course, is to explain one-to-one how things were in the old days, what unions won through hard struggle, and why some of these gains are in danger today," Spatz continued.

"In addition to educating at home and at work, and making sure school speakers are available, unions groups might consider making a presentation of union history books to the local school or public library.

"Even before Reaganomics moved to starve such public institutions as schools and libraries, there was never enough money to buy all the books these places need. Now, of course, there is even less, and most schools and libraries are very grateful for such help. Of course, such a presentation makes union members themselves aware of the importance of labor education, and if a photo of the presentation, or a report of it, appears in the community paper, an even wider group is reached."

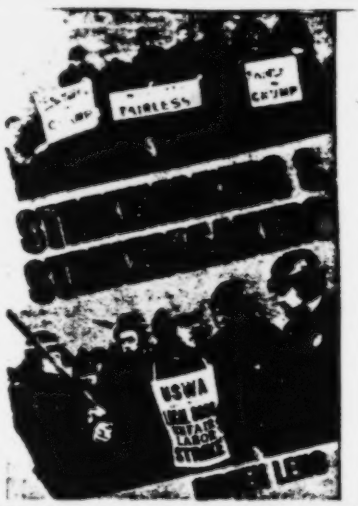
Books on labor suitable for such presentations are available on order from booksellers or publishers. However, an easy way for unionists to order such books is to send for the special packets (high school or public library level) available from groups such as the Illinois Labor History Society.

The current ILHS packet consists of the following books, notes its president, Les Orear, onetime editor of the Packinghouse Journal:

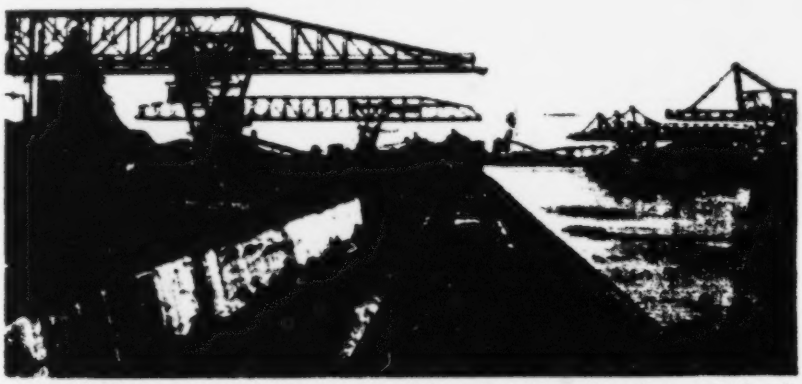
- "American Labor," by M. B. Schnapper, 1973, a comprehensive large-format picturebook.
- "Fliver King," by Upton Sinclair, 1937, life on the auto assembly line.
- "We Were There," by Barbara Wertheimer, a recent work on women in unions.
- "Autobiography of Mother Jones," 1937, the life of one of the most colorful organizers in U.S. labor history.
- "Eugene V. Debs," by Bernard Brommel, 1978, covering railroad organizing and politics in the early years of this century.
- "The Labor Wars," by Sid Lens, 1973, a classic history by an active unionist.

This package costs $55 for the six in paperback, and $75 in hard cover, when available. Substitutions may be made on request, and mailing costs are covered. The address is the Illinois Labor History Society, 28 E. Jackson, Chicago, Ill. 60604, 312-663-4107.

One book not in the packet that Orear recommends strongly is "The World of the Worker," by James R. Green (Hill and Wang, 1980), which covers 20th-century labor as social history, and is available from the ILHS for $7.95, plus $1.50 postage. □



THIS NEW book is for ages 12 and up, seventh grade and up, and has much historical material of interest to adults, as well. It costs $14.95 in the bookstores, $14.51 for libraries, and is published by Lodestar Books, 2 Park Ave., New York, N.Y. 10016.



A NEW BOOK that proves again that a photograph is worth a thousand words (or more) is called "Industrial Landscape," and consists of 148 pages of magnificent photos—mostly of workplaces, but also including some workers. The pictures are by David Plowden, associate professor of photography, Institute of Design, Illinois Institute of Technology, Chicago. They will take your breath away, and are in the U.S. tradition of Lewis Hine, Jacob Riis, the Depression days Farm Security photographers, and Earl Dotter, a recent chronicler of miners and other workers. (The book is co-published by the Chicago Historical Society and W. W. Norton & Co., available from Norton, c/o National Book Co., Keystone Industrial Park, Scranton, Pa. 18512, $39.95.) (Reporter-cropped photo)

What is a Union?

by Althea

WHAT MAY BE THE FIRST book ever for very young children on unions is this one, "What is a Union?" by Althea Braithwaite, with illustrations by Chris Evans. How about this discussion, in the middle of the book: "Television, radio, and newspapers all report strikes. They talk about the number of working days lost by strikes. Most people who belong to unions have never been on strike, and hope they will never have the need. More working days are lost by people being ill than by people on strike." The book is beautifully done, library bound, and available from The Rourke Publishing Group, P.O. Box 3328, Vero Beach, Fla. 32964, for $7.75, shipped free to schools and libraries.